

**INDEPENDENT SCHOOL  
DISTRICT #624**



**SCHOOL BOARD  
WORK SESSION  
PACKET**

February 23, 2026

Independent School District No. 624

## **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 experiences*
- *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: February 18, 2026

A work session of the White Bear Lake Area School Board will be held on **Monday, February 23, 2026**, at 5:30 p.m. in Room 200 at the District Service Center at Sunrise Park, 2399 Cedar Avenue, White Bear Lake, MN. This meeting is open to the public.

**WORK SESSION AGENDA**

**A. PROCEDURAL ITEMS**

1. Call to Order
2. Roll Call

**B. DISCUSSION ITEMS**

1. Early Childhood and Early Childhood Special Education Update
2. Alternative Learning Pathways Update
3. Mid-Year Update on Academic Progress
4. 2026-2029 Achievement and Integration Plan Discussion

**C. OPERATIONAL ITEMS**

1. Action on Purchase of Electric School Buses
2. Action on Alternative Learning Pathways Designation

**D. ADJOURNMENT**

# **B. DISCUSSION ITEMS**

AGENDA ITEM: **Early Childhood and Early Childhood Special Education Update**

MEETING DATE: **February 23, 2026**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning;**  
**Tim Maurer, Director of Community Services and Recreation;**  
**Lisa Ouren, Director of Student Support Services**

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**BACKGROUND:**

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning, Tim Maurer, Director of Community Services and Recreation, Lisa Ouren, Director of Student Support Services, Jennifer Chappuis, Assistant Director of Early Childhood, and Angela Drange, Assistant Director of Student Support Services will give an update on the Early Childhood and Early Childhood Special Education Program.

# Early Childhood Programs Update

February 23, 2026

Jennifer Chappuis

Assistant Director of  
Early Childhood Programs

Angela Drange

Assistant Director of  
Student Support Services



## Mission Statement:

The mission of White Bear Lake Early Childhood Programs is to help all children reach their greatest potential by providing the best possible environment for the growth and development of children and strengthening families and communities.





# 2025-26 Early Childhood Enrollment

- Early Childhood Family Education (ECFE)
  - 119 Students (ages B-5)
- Preschool
  - 291 Students (ages 3-5)
- Early Childhood Special Education (ECSE)
  - 324 Students (ages B-5)

2025 Kindergarten Capture Rate 47.12%

2026-2027 Registration opened February 2nd

- We are offering 26 preschool sections.
- Out of 290 3 and 4 year old slots, approx. 200 (70%) are filled.

GO BEARS



## What does Early Childhood look like in WBLAS?

### Early Childhood Screening

- Screening is required before entrance into kindergarten as a way to offer additional supports if needed.
- It is offered by White Bear Lake Area Schools at no cost.
- Screening at age 3 is preferred, but a child may be screened between the ages of 3 and the start of kindergarten as required by law.



GO BEARS



## Early Childhood Family Education (ECFE)

## WBL Early Childhood Outreach Staff

A group of approximately ten children and two adults are sitting on a large, colorful geometric mat on the floor of a classroom. The children, of various ethnicities and ages, are looking towards the center of the circle. One adult, a woman with dark hair, is sitting on the right side of the circle, looking down at something in her hands. Another adult, a man with glasses, is sitting on the left side, looking towards the center. The background shows a typical classroom environment with shelves holding toys and books, and a whiteboard with colorful drawings.



## Preschool

- GO BEARS 



# Early Childhood Special Education

## Special Education

Early Childhood Special Education services are provided to children between the ages of birth to five years. Our children with exceptional needs are seen in a variety of environments including their home, childcare, integrated classes, coordinated playgroups, and preschool.



GO BEARS

## Early Childhood Strategic Plan: Highlight

**Strategy 3:** We will Partner with community organizations to facilitate access to services.

- **Specific Result:** Resource Sharing
  - Share information with families about community based services and resources.
- **Specific Result:** Community Connections
  - Facilitate connections and partnerships with community organizations.
- **Specific Result:** Mental Health Support
  - Develop a formal partnership with an organization that provides mental health services for children and families.
    - Action: In Fall 2025, we partnered with Natalis and North Homes to provide co-located mental health services for students and families.
    - Future Plan: This partnership will continue at the new Sunrise Park location.



## Early Childhood Mid-Year Goal Summary

- By January 2026, 70% of 4 year old students will score low-risk on the FastBridge earlyReading Composite.
  - Results: 70.1% of 4 year old students scored low-risk on the FastBridge earlyReading Composite.



## Multilingual Student Highlight

- By January 2026, 40% of 4 year old ML students will score low-risk on the FastBridge earlyReading Composite.
  - Results: 64.1% of 4 year old ML students scored low-risk on the Fastbridge earlyReading Composite.



# Instructional Practice Focus Areas

Through our Integrated School Improvement & Site Strategic Plan (ISISSP) we identified action areas to support teacher learning and instruction.

## 5 Dimensions of Teaching and Learning Instructional Framework

- Priority Areas:
  - Learning targets connected to standards
  - Teacher use of formative assessments

## Student Centered Coaching Cycles

- 4-6 week coaching cycle with Instructional Coach
- Focusing on student learning evidence to make decisions that impact student growth



# Student Experience Goal

- By January 2026, at least 70% of 4 year old students will report that they feel valued, are building skills to adapt creatively to change, and are contributing meaningfully to their school or broader community, as measured by student surveys and reflection tools.
  - Results: 82.6% of 4 year old students report feeling valued and contributing meaningfully, as measured by student surveys.



# Future Program Goals and Plans

## Early Childhood Relocation: Normandy Park to Sunrise Park

- Transition scheduled for completion by the end of June 2026.

### Expanded Instructional Spaces

- 16 dedicated Preschool classrooms.
- 5 Early Childhood Family Education (ECFE) classrooms.
- Enhanced student support areas including a small motor space, auxiliary gym, and two sensory rooms.

### Family and Community Engagement

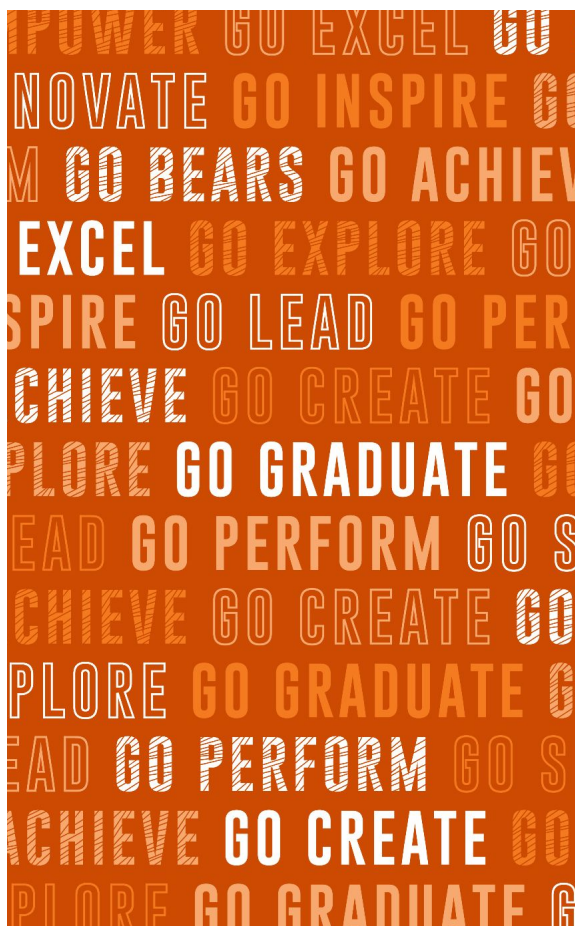
- 4 Parent Education rooms for continued family support and discussion.
- New Family Commons area to foster community connection.

### Innovative Learning Environments

- Addition of an outdoor classroom to support diverse learning experiences.
- Dedicated itinerant staff office space to support collaborative student services.

## Early Childhood at Hugo Location

- Expanding ECFE program opportunities in the North, adding a North end diaper closet and continuing our partnership with Head Start Early Learning.



## White Bear Lake Area Schools Early Childhood Programs

*“Where Bears Begin”*

Thank you!



GO BEARS // // // // //

AGENDA ITEM: **Alternative Learning Pathways Update**

MEETING DATE: **February 23, 2026**

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 Brenton Shavers, Director of Educational Equity and Achievement, will present an overview of proposed updates to the district's alternative learning structure. This transition includes moving from an Area Learning Center (ALC) to an Alternative Learning Program (ALP) designation and establishing a new partnership with 916 Mahtomedi Academy for summer school and ongoing credit recovery. These changes are designed to create a more flexible, efficient, and seamless pathway that supports high school students in earning credits and graduating on time.

# Alternative Learning Pathways Update

## Strategic Shift & Program Vision

Shift to ALP: Efficiency and Continuity



### Designation Change

The district is shifting from an Area Learning Center (ALC) to an Alternative Learning Program (ALP) to better align with our service model for grades 10-12.



### Increased Flexibility

The ALP model is district-centered rather than regional, allowing for flexible scheduling, and individualized pathways for students.



### 916 Partnership

Mahtomedi 916 ALC will now provide summer school and ongoing credit recovery services for both WBLAHS and WBL ALC students. Our ALP will have opportunities for students during the day as well.

# Supporting Program Improvements Through ALP Designation



## Program Review in Progress

- ALC staff and students have engaged in a comprehensive program review.
- Transitioning to an ALP supports planned improvements to:
  - Grading practices
  - Master schedule design
  - Lesson delivery and instruction model



## Flexible Structure for Individualized Pathways

- ALP design allows:
  - Optional program hours and calendar
  - Flexible scheduling to meet diverse student needs
  - Custom pacing for credit recovery
- Supports students balancing:
  - Employment
  - Parenting responsibilities
  - Mental health needs
  - Accelerated or extended credit completion



## Preserves Core Strengths of Alternative Learning

- Year-round structure
- Smaller learning environment
- Learner-centered design
- State-approved alternative pathway

# Credit Recovery Options

## Ensuring Graduation and Summer Progress



## Last Minute Credit Earning

Seniors projected to fail trimester 3 courses will be identified in May and immediately referred to the 916 program to finish requirements before the graduation ceremony.



## Summer Session Dates

Programming runs from:

- August 5 - 25, 2026
- Monday - Friday
- 8:00 am to 3:00 pm



## Location

All in-person instruction and required testing will take place at the Century College East Campus.



## Instructional Model

Students are split into A and B groups, rotating between in-person instruction and virtual teacher support.

# Next Steps: ALP Transition & Program Alignment



## Continue Program Review & Refinement

- Continue ALP program review with WBLAHS ALC staff and students



## Coordinate with 916

- Finalize ALP transition with the MN Department of Education
- Schedule meeting with ALC leadership at 916
- Continue communication with WBLAS staff



## Plan for 2026-27 Programming

- Review summer school structure
- Align credit recovery model for 2026-27

# Targeted Services (K-8) Continuity of Programming



## No Major Changes to Current Programming

- Out-of-school time programming will continue
- Summer school offerings will remain in place
- Service delivery and student access remain consistent



## Continued Partnership with District 916

- Targeted Services will operate under the ALC designation held by 916
- Ensures compliance with state requirements
- Maintains uninterrupted services for students and families
- Established Model: 916 utilizes this same structure with other member districts



## Q and A

AGENDA ITEM: **Mid-Year Update on Academic Progress**

MEETING DATE: **February 23, 2026**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**BACKGROUND:**

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning, along with Disa Fabeck, Educational Technology and Assessment Coordinator, will provide a mid-year update on academic progress.

# Student Academic Progress: Winter 2025 - 2026

*Presented by:*

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning  
Disa Fabeck, Educational Technology and Assessment Coordinator

## Universal Screening

### **What is Universal Screening?**

Universal Screening is a process by which all students are given the same assessments with the purposes of:

- Evaluating the effectiveness of Tier 1 (high quality instruction for all) programming
- Determining students who will benefit from Tier 2 (targeted, small group support) and Tier 3 (intensive, personalized support) programming, including special education services.

### **Why Universal Screening?**

Universal Screening in Reading, Math, and Social/Emotional Competencies is part of a robust MTSS system.

## Winter Results and Interpretation



**Positive Gains in Foundational Literacy (K–2):** Strong growth in early reading skills, highlighted by a significant increase in Kindergarten and steady growth in Grades 1 and 2. This suggests our primary literacy interventions are effectively building foundational literacy skills.



**Consistent Growth in Elementary Math (K–4):** From fall to winter, data shows an increase in math skills across grades K-4. This evidence indicates that our core math instruction is successfully helping students keep pace with advancing mid-year targets.



**Deeper Dive:** In areas where scores shifted between fall to winter, specifically in upper elementary math, the data suggests student skill growth might not yet match the increased rigor of winter targets. This is a signal for us to investigate possible root causes.

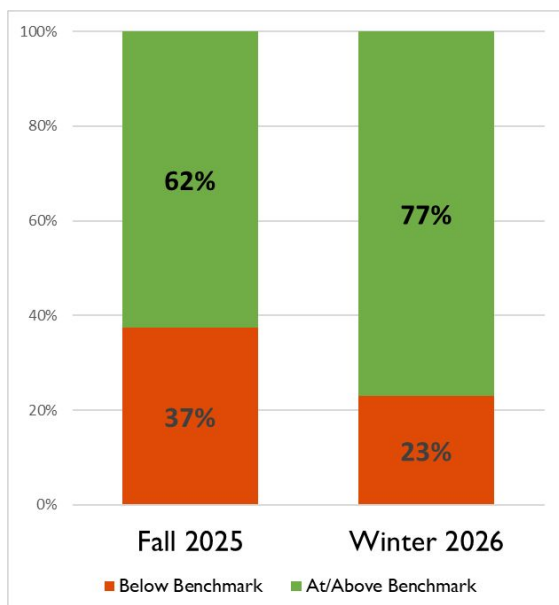


**Targeted Inquiry for Middle & High School:** We are initiating a deeper look into secondary level data (6–8 Math/Literacy and Grades 9–12 Literacy) to determine if these results stem from specific curricular gaps, student engagement levels, or the increased complexity of secondary-level targets.

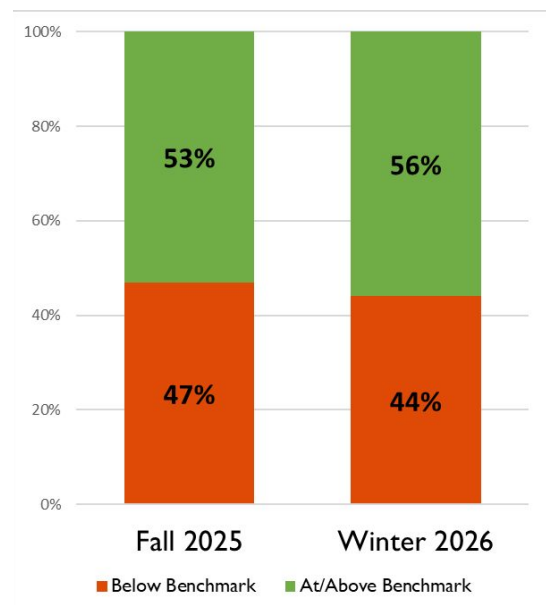


## earlyReading

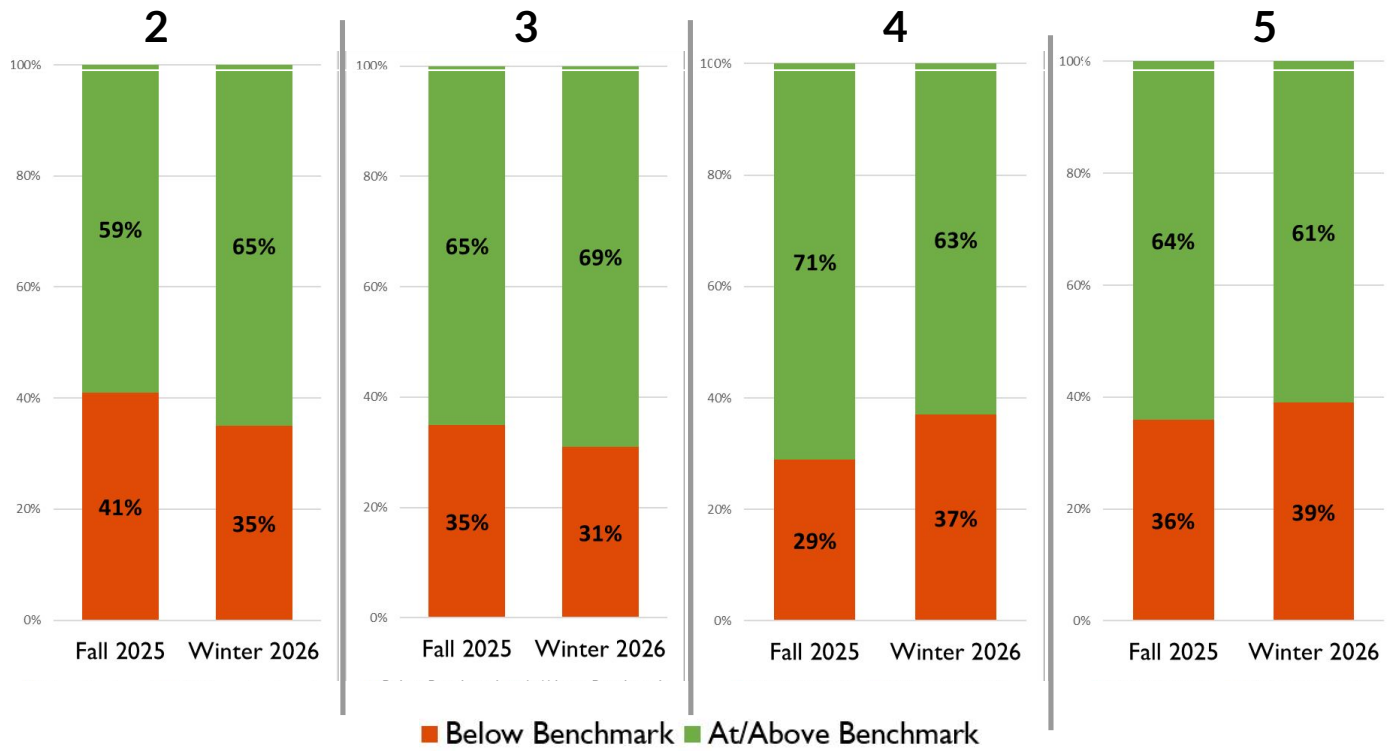
### Kindergarten



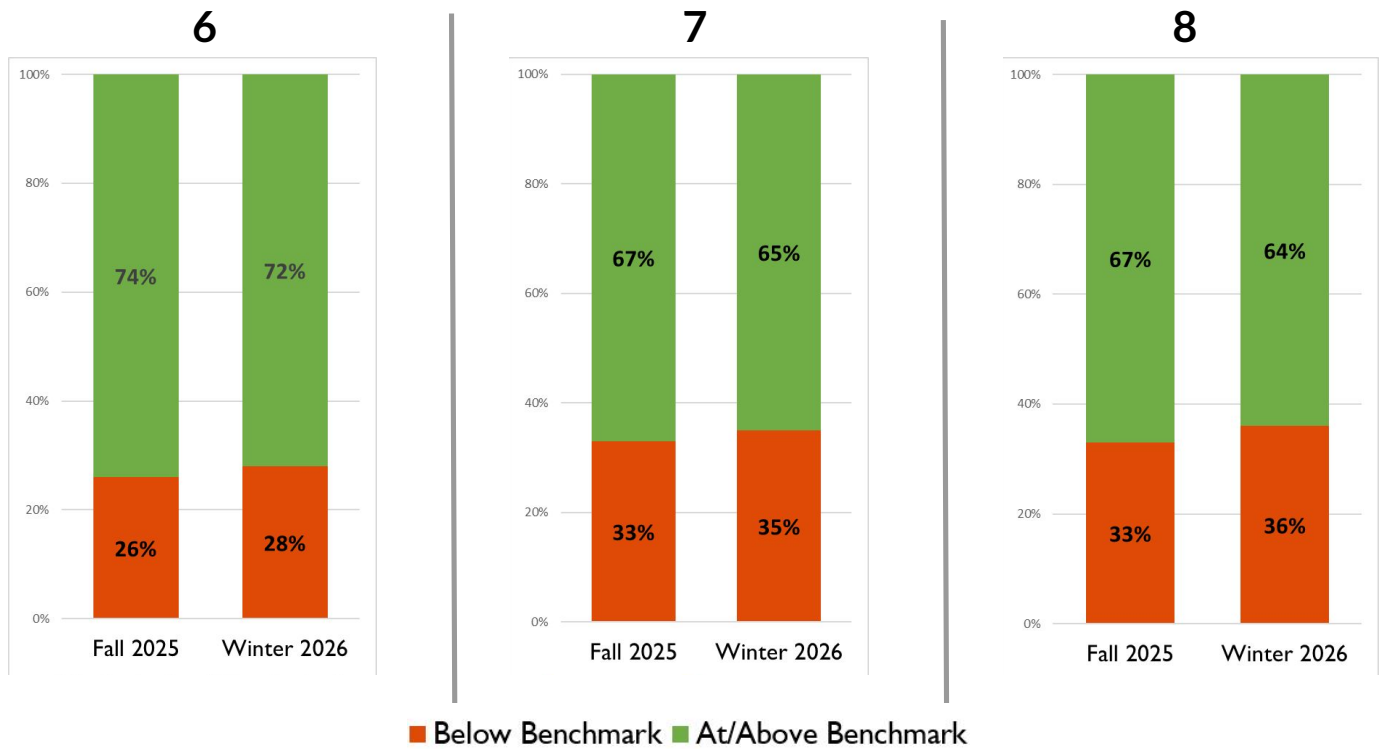
### 1st Grade



## aReading: Grades 2-5



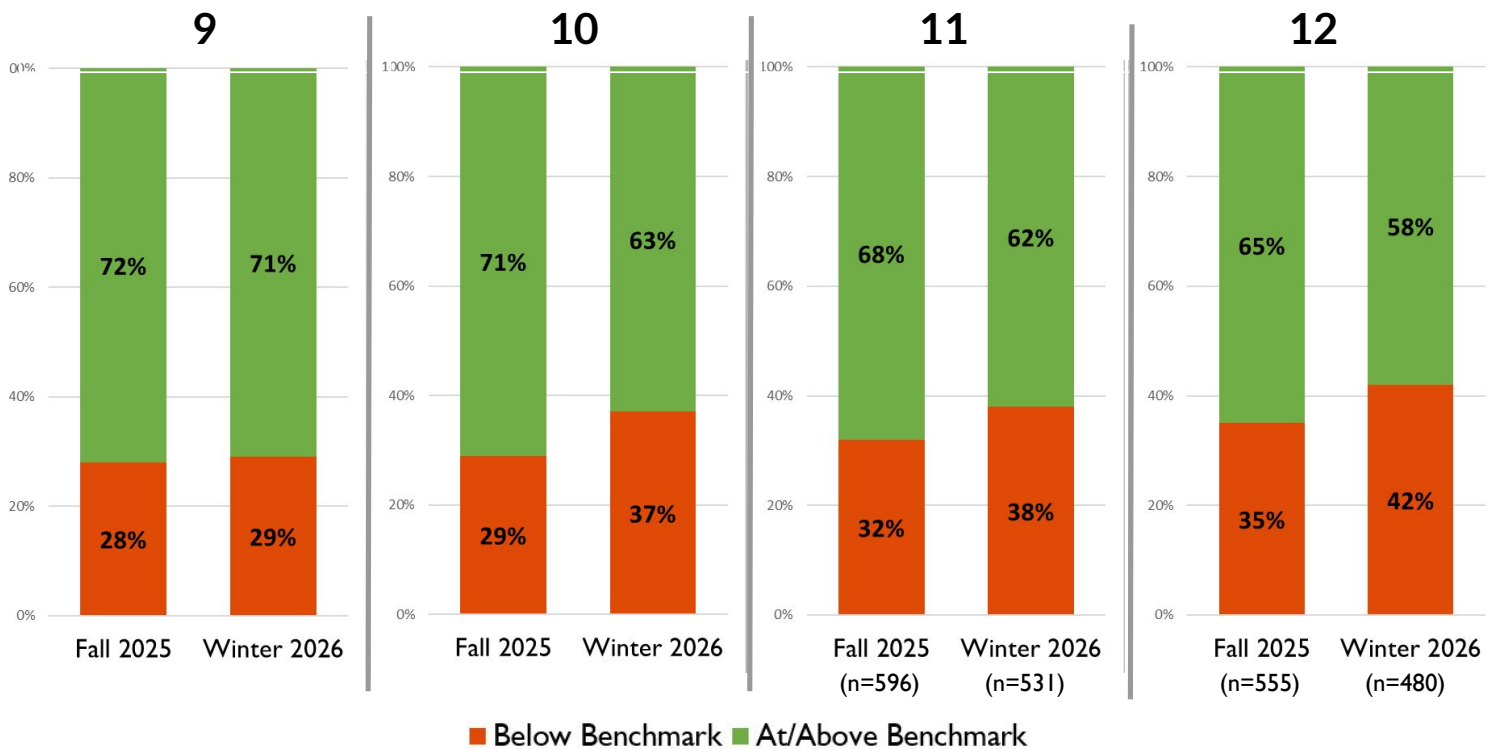
## aReading: Grades 6-8



## aReading: High School

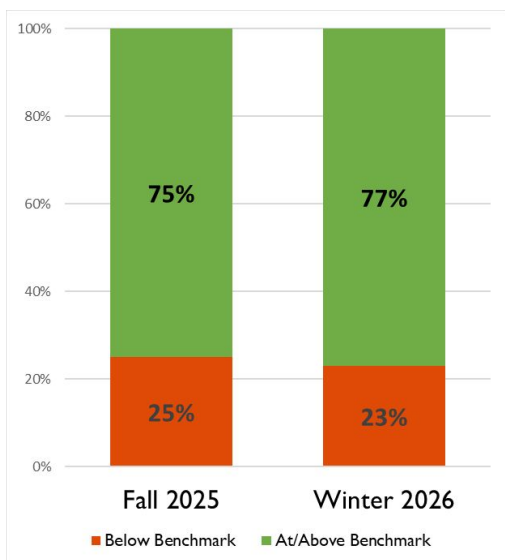


## aReading: All 9-12+ (WBLAHS, TEC and ALC)

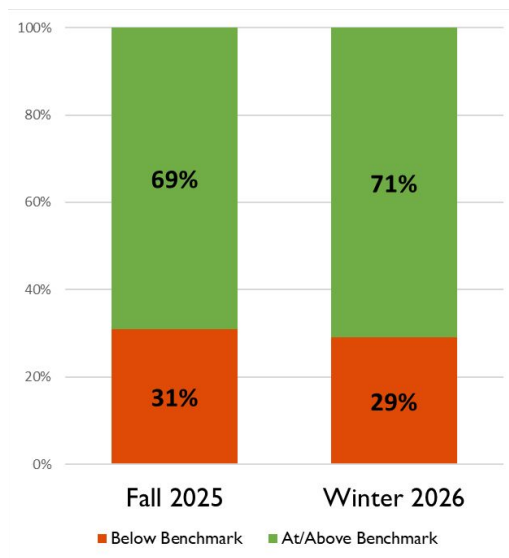


# earlyMath

## Kindergarten

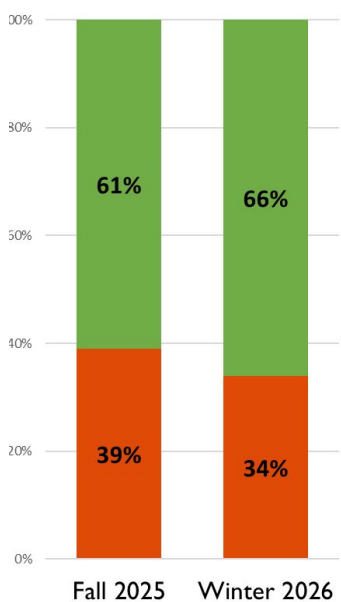


## 1st Grade

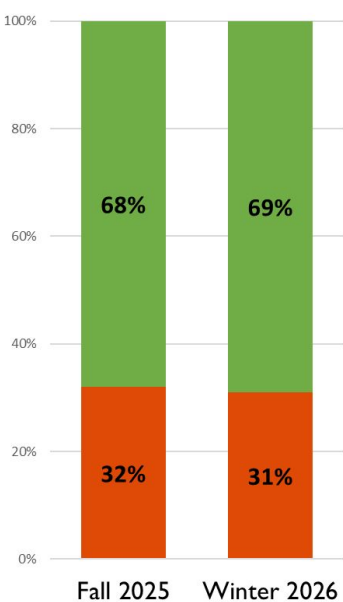


## aMath: Grades 2-5

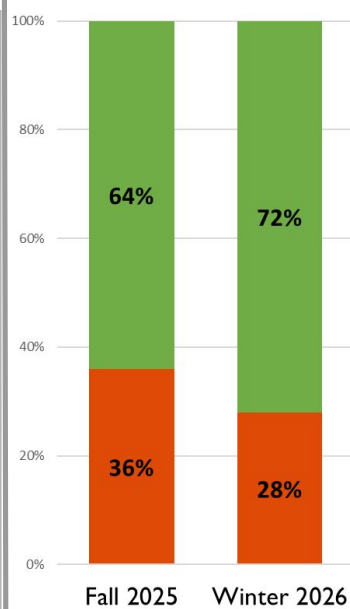
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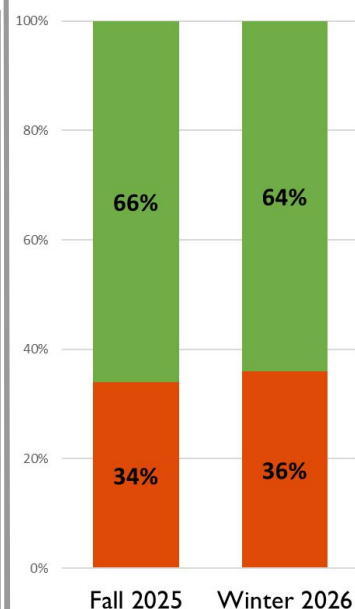
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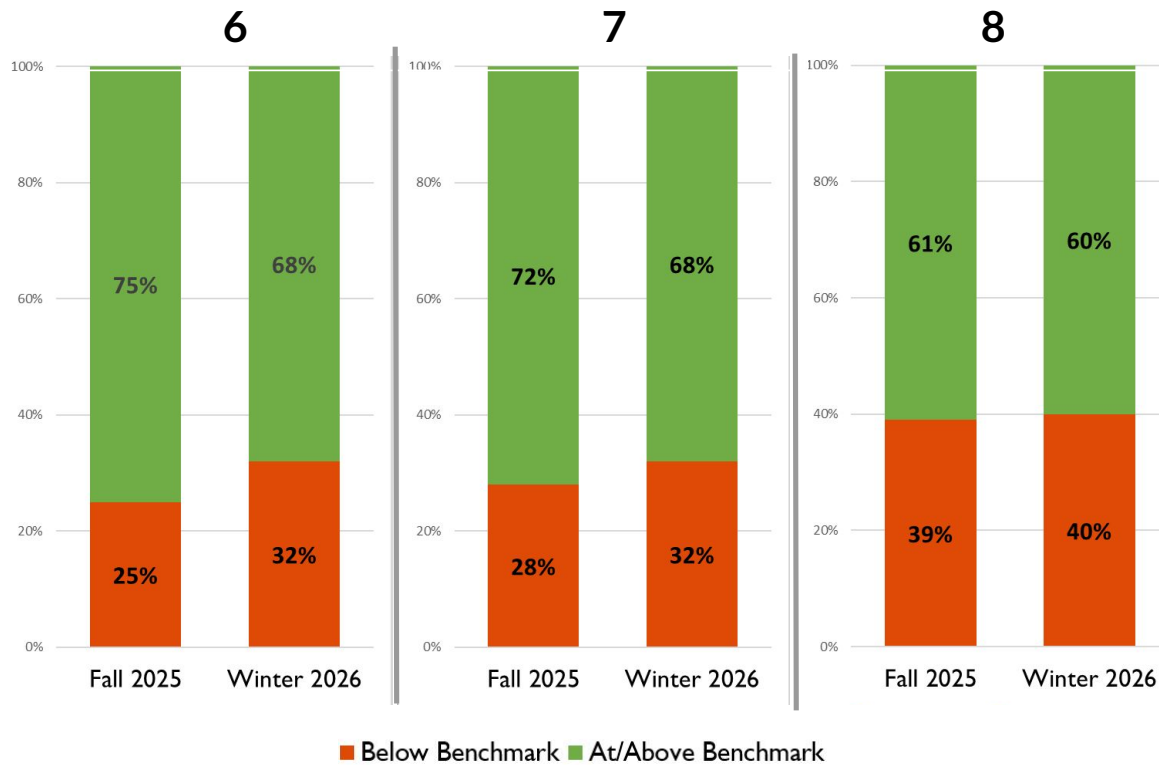


5



Below Benchmark At/Above Benchmark

## aMath: Grades 6-8



## Explanation- Emerging Ideas



### Replicate Systemic Success:

- Literacy successes, particularly in grades K - 3
- Math growth, particularly in grades K - 4



### Further Systemic Inquiry:

- Upper elementary and secondary literacy and math
- Monitoring and supporting implementation and outcomes



### Next Steps:

- Gathering student experience information
- Teacher professional learning
- Alignment of curriculum and standards
- Data-driven decisions

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Questions?

AGENDA ITEM: **2026-2029 Achievement and Integration Plan Discussion**

MEETING DATE: **February 23, 2026**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning;**  
**Brenton Shavers, Director of Educational Equity and Achievement**

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**BACKGROUND:**

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning and Brenton Shavers, Director of Educational Equity and Achievement will lead a discussion regarding the Achievement and Integration Plan.

# Achievement & Integration

## District & School Eligibility

**What:** Achievement and Integration Programming

**Why:**

- Increase racial and economic integration of students and to increase academic achievement by reducing academic disparities based on students' diverse racial, ethnic, and or economic background.
- Racially isolated districts and districts with racially identifiable schools are required to be in the program.

Willow Lane



### **Racially identifiable schools within a district:**

Enrollment of protected-class students at a school is greater than 20% compared to the number of protected-class students within the district at the same grade levels. (Minn. Rules 3535.0110, subp. 6)

## A & I Plan Goal Types

Three Achievement and Integration goals identified at the District level, and three goals for Willow Lane. Each goal will have a different focus area:

**Achievement** - Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners

**Integration** - Increasing racial and economic integration

**Teacher Equity** - Reducing the disparities in student access to highly effective and diverse teachers across all students groups by strengthening instructional quality

## Criteria for A & I Goals

- **Goals are written as S.M.A.R.T. goals**
  - Includes a measurable baseline and three-year targets, disparity to be addressed and the student group experiencing the disparity.
- **Goals are student-centered**
  - Specify measurable outcomes for students rather than for programs, staff, or partnering districts
- **Each goal aligns with the district's Comprehensive Achievement & Civic Readiness (CACR) plan**

# Comprehensive Achievement and Civic Readiness (CACR)

*(formerly known as World's Best Workforce (WBWF))*

## Five Categories for CACR Goals:

- All children are ready for school.
- **All racial and economic achievement gaps between students are closed.**
- **All students are ready for career and college.**
- All students graduate from high school.
- All students are prepared to be lifelong learners.

## District Goals

### District Academic Achievement Goal

By June 2026, 80% of K-1 students will score low-risk on the FastBridge earlyReading Composite.

By June 2026, 80% of 2-5 students will score low-risk on the FastBridge CBMreading.

By June 2026, 80% of 2-12 students will score low-risk on the FastBridge aReading.

By June 2026, 80% of 6-8 students will score low-risk on the FastBridge aMath.

### CACR Achievement Gap Goal

By June 2029\*, White Bear Lake Area Schools will reduce the achievement gaps amongst student ethnicity groups by 50%\*\* on:

- PreK-1 FastBridge earlyReading and earlyMath Spring Composite
- 2-9 FastBridge aReading and aMath Spring Composite
- 9-12 PreACT and ACT

\*June 2026 data will be used as the baseline measurement.

\*\*To meet this goal, overall proficiency for all student groups must remain stable or increase; the district will not meet the target through decreases in overall performance.

### A & I Achievement Goal

**Goal:** By June 2029\*, White Bear Lake Area Schools will reduce the achievement gap amongst Black students by 50%\*\* in grades 2-9 on FastBridge aReading.

\*June 2026 data will be used as the baseline measurement.

\*\*To meet this goal, overall proficiency for all student groups must remain stable or increase; the district will not meet the target through decreases in overall performance.

## District Goals

### District Student Experience Goal

By June 2026, at least 90% of students will report that they feel valued, are building skills to adapt creatively to change, and are contributing meaningfully to their school or broader community, as measured by student surveys and reflection tools.

### CACR College and Career Ready Goal

By June 2029, 80% of graduating WBLAS seniors will have earned postsecondary credits for at least one college-level or career-aligned course, demonstrating readiness for lifelong learning. The district will annually report the distribution of credits earned across college, career, and credential pathways to monitor progress toward postsecondary readiness.

### A & I Integration Goal

By June 2029, 80% of graduating American Indian and Black WBLAS seniors will have earned postsecondary credits for at least one college-level or career-aligned course\*, demonstrating readiness for lifelong learning.

\*The district will annually report the distribution of credits earned across college, career, and credential pathways to monitor progress toward postsecondary readiness.

## District and Willow A & I Goals

### Willow Lane Achievement Goal

By June 2029\*, Willow Lane will reduce the achievement gap amongst Black students by 50%\*\* in grades 2-5 on FastBridge aReading.

\* June 2026 data will be used as the baseline measurement.

\*\*To meet this goal, overall proficiency for all student groups must remain stable or increase; the district will not meet the target through decreases in overall performance.

### Willow Lane Integration Goal

By June 2029, 80% Willow Lane 4<sup>th</sup>/5<sup>th</sup> grade students will report an increase in academic, social emotional, and leadership skills, on a student pre- and post-survey after the conclusion of the relevant and integrated learning experiences.

## District and Willow A & I Goals

### District A & I Teacher Equity Goal

By June of each school year, 80% or more of White Bear Lake Area School educators will demonstrate an increase in use of the instructional practices within the 5 Dimensions of Teaching and Learning Instructional Framework.

### Willow Lane A & I Teacher Equity Goal

By June of each school year, 80% or more of Willow Lane educators will demonstrate an increase in use of the instructional practices within the 5 Dimensions of Teaching and Learning Instructional Framework.

## A & I Strategies and Focused Work



**Collaborative Inquiry Team (CIT) Engagement**



**Intentional Student, Family, and Counselor Engagement**



**Student Experiences and Multi-District College Tours**



**Intentional and Focused Professional Learning**



**Data Analysis and Decision Making**



**Student Centered Coaching**

# Thank You!

## What questions do you have?

## Achievement and Integration Plan

July 1, 2026 to June 30, 2029

**District ISD# and Name:** ISD 624 – White Bear Lake  
Area School

**District Integration Status:** Adjoining District (A)

**Superintendent:** Dr. Wayne Kazmierczak

**Phone:** 651-407-7563

**Email:** wayne.kazmierczak@isd624.org

**Plan submitted by:** Brenton Shavers

**Title:** Director of Educational Equity and Achievement

**Phone:** 651-407-7683

**Email:** brenton.shavers@isd624.org

### 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.

1. Inver Grove Heights V - Voluntary
2. Roseville Area Schools A - Adjoining
3. Forest Lake Area Schools V - Voluntary
4. Enter text here. Choose district status.

### 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 (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Willow Lane Elementary School
2. Enter text here.
3. Enter text here.
4. 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.

### School Board Approval

☐ We certify that we have approved this Achievement and Integration 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: Enter date.

School Board Chair: Scott Arcand

Signature:

Date Signed: Enter date.

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** 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).

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

AIPAC Member Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

## Multidistrict Collaboration Council

*Please list your council members and identify American Indian parent committee members.*

| Name             | Position/Role                                                  | Email/Phone Number          |
|------------------|----------------------------------------------------------------|-----------------------------|
| Brenton Shavers  | WBLAS Director of Educational Equity and Achievement           | brenton.shavers@isd624.org  |
| Kim Rasch        | WBLAS MTSS Coordinator                                         | Kimberly.rasch@isd624.org   |
| Ayan Ibrahim     | WBLAS Assistant Director Of Educational Equity and Achievement | ayan.ibrahim@isd624.org     |
| Tonya Flower     | American Indian Education Program Coordinator                  | tonya.flower@isd624.org     |
| Briana Santoscoy | WBLAS Student, Family & Community Coordinator                  | briana.santoscoy@isd624.org |
| Jen Sexauer      | WBLAS Willow Lane Principal                                    | jennifer.sexauer@isd624.org |
| Lisa Ouren       | WBLAS Director of Student Support Services                     | lisa.ouren@isd624.org       |
| Susan Herder     | WBLAS Director of Technology                                   | susan.herder@isd624.org     |
| Christina Pierre | WBLAS Mariner Middle School Principal                          | christina.pierre@isd624.org |
| Cynthia Mueller  | WBLAS Principal of Special Assignment                          | cynthia.mueller@isd.624.org |
| Jen Babiash      | WBALS Director of Teaching and Learning                        | jennifer.babiash@isd624.org |
| Brad Ward        | Forest Lake Area Schools Teaching and Learning Coordinator     | bward@flaschools.org        |
| Megan Blazek     | Inver Grove Heights Schools Director of Teaching and Learning  | blazekm@isd199.org          |

|                 |                                                 |                          |
|-----------------|-------------------------------------------------|--------------------------|
| Maura Weyandt   | Roseville Area Schools Associate Superintendent | maura.weyandt@isd623.org |
| Danielle DeLong | WBLAS AIPAC Parent Member                       | sigadelong@gmail.com     |
| Dennis Olson    | WBLAS AIPAC Parent Member                       | dolsonjr@gmail.com       |

**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.

*The 2026–2029 Achievement and Integration Plan was developed through a comprehensive, collaborative process designed to ensure meaningful stakeholder input throughout the year.*

*Each August, principals lead School Leadership Teams in developing the Integrated School Improvement and Site Strategic Plan (ISISSP) through structured reflection, needs assessment, and analysis of student data. Building strategies are aligned to professional learning and district goals, and goals are shared with students and families to gather feedback. Teams formally review progress in January and conduct a comprehensive evaluation in June to assess outcomes, incorporate additional input, and identify adjustments as part of the continuous improvement cycle.*

*System-level feedback is provided multiple times per year through the Systems Accountability Committee and the American Indian Parent Advisory Council, which review district and school goals and offer recommendations to strengthen practices and improve student outcomes. Ongoing monitoring and refinement also occur across district leadership structures, including the District MTSS Team, District Instructional Leadership Teams, Teaching and Learning Instructional Cabinet, and Principal Teams, to review progress, strengthen strategies, and clarify success criteria.*

*The district further collaborates with Inver Grove Heights Schools, Forest Lake Area School District, and Roseville Area School District to strengthen integration design and community-connected programming.*

*Together, these coordinated structures ensure the district’s Achievement and Integration Plan is collaboratively developed, continuously reviewed, and aligned within our system.*

## 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](mailto:MDE.integration@state.mn.us).

## 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:** By June 2029\*, White Bear Lake Area Schools will reduce the achievement gap amongst Black students by 50%\*\* in grades 2-9 on FastBridge aReading. (\*June 2026 data will be used as the baseline measurement. \*\*To meet this goal, overall proficiency for all student groups must remain stable or increase; the district will not meet the target through decreases in overall performance.)

**Goal type:** Achievement Disparity

## 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).

**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 #:** #1: Collaborative Inquiry Team (CIT) Engagement

**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:

- |                                                                                                                                                                                             |                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input 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:

*Educator teams engage in regular Collaborative Inquiry Team (CIT) meetings to intentionally plan instruction and analyze evidence of student learning. During these structured conversations, teams use student data to identify student learning needs, adjust instructional practices, and monitor the impact of instructional decisions. This process strengthens collective efficacy and Tier 1 instruction by ensuring practices are aligned, responsive, and evidence-based. By examining what is working and where adjustments are needed, teams design instruction that better meets the needs of all learners while intentionally working to reduce achievement gaps.*

*As we work toward strengthening our MTSS framework and closing achievement gaps among our students of color, American Indian students, students eligible for FRP, and our white students, including those enrolled in our Alternative Learning Program, we remain focused on building a coherent, equitable system of academic, behavioral, and social-emotional supports. Through the work of our MTSS Coordinator, we are aligning Tier 1 instruction, targeted interventions, and intensive supports to ensure every student receives what they need to succeed. Within this framework, select evidence-based structures, such as Building Assets Reducing Risks (BARR) and Advancement Via Individual Determination (AVID), serve as complementary supports that enhance our system. Across grades K-12, our focus is on fostering student agency and helping them to recognize their full potential and the skills necessary for success. This work*

includes educators establishing strong relationships, engaging students in high-quality instruction, and consistent family engagement.

The Building Assets Reducing Risks (BARR) model is currently implemented in six sites across our district. Students are scheduled in cohorts with a team of teachers who follow a structured protocol to review grades, attendance, behavior, and other indicators during weekly meetings. Teams identify student needs and implement supports to increase student growth and success. National research, including studies by the American Institute of Research, shows BARR is associated with higher graduation rates, reduced achievement gaps, increased enrollment in rigorous coursework, and fewer failing grades.

Our district also utilizes the Advancement Via Individual Determination (AVID) school-wide framework at four sites to ensure structures that foster a culture of postsecondary success. In addition, the AVID elective at each secondary site supports students increase academic success by developing their academic identity, strengthening student habits, and enrolling in more rigorous courses. AVID teachers host family engagement events to support student success. Student supplies and testing fees are also included as a way to remove barriers to student success. College and experiential learning field trips, along with AVID tutors, provide inspiration and support as students navigate rigorous coursework and plan for their futures. Through a partnership with Roseville Public Schools, AVID students also have access to summer programming, allowing them to take classes that create space in their high school schedules for the AVID elective during the school year.

An essential component of this work includes our Academic Engagement Specialist partnering with building principals and staff to strengthen family engagement and communication that promotes access to school resources to support student achievement. In collaboration with Academic Engagement Specialists, building staff will deepen their knowledge of both school-based and community resources available to students and families who need additional support, including Interpretation and Translation Resources. Together, they will plan, promote, and facilitate family engagement opportunities that build partnerships, increase access, and ensure all students are positioned for success.

Location of services: School Sites

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

### 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 2027 | Target 2028 | Target 2029 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| Building leaders will report 100% of educators engaged in ongoing and consistent CIT meetings focused on evidence of student learning and instructional practices.                           | 100%        | 100%        | 100%        |
| The District will report an 0.2 increase in Tier 1 Core Practices on the MnMTSS SEMI-DLT each year. Baseline will be determined in the fall of 2026.                                         | >.2         | >.2         | >.2         |

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

**Goal #2:** By June 2029, 80% of graduating American Indian and Black WBLAS seniors will have earned postsecondary credits for at least one college-level or career-aligned course\*, demonstrating readiness for lifelong learning. \*The

*district will annually report the distribution of credits earned across college, career, and credential pathways to monitor progress toward postsecondary readiness.*

**Goal type:** Integration

**Strategy Name and #1:** Intentional student, family, and counselor collaboration

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

**Narrative description of this strategy:**

*Achieving the goal of increasing postsecondary credit attainment for American Indian students requires intentional, sustained partnership among students, families, counselors, and schools. This strategy centers student and family voices in the secondary registration process by ensuring they are informed, supported, and actively engaged in decisions about college-level and career-aligned coursework.*

*Schools will provide intentional outreach and communication to American Indian and Black students and their families that clearly explains available registration options, including concurrent enrollment, Advanced Placement, career and technical education (CTE), and additional career pathways. Counselors will collaborate with students and families early and consistently to review graduation requirements, postsecondary credit opportunities, and how course selections align with students' interests, strengths, and long-term goals.*

*Family engagement opportunities, such as information sessions, one-on-one registration conferences, and partnership with American Indian Education staff and Academic Engagement Specialist, will ensure families have access to timely, transparent information and feel empowered to ask questions and advocate alongside their students. These collaborative conversations will intentionally address potential barriers, including access, readiness, and logistical challenges, while affirming students' cultural identities and aspirations.*

*In addition, Academic Engagement Specialists will partner with building Principals and staff to engage and facilitate communication with students and families that ensures access and opportunity to high quality teaching and achievement.*

- Building staff will work in collaboration with staff to increase knowledge of both in school resources as well as community resources to assist students and families in need of additional support, including Interpretation and Translation Resources.*
- Building staff will work collaboratively with Academic Engagement Specialists to plan, promote, and engage in family engagement activities.*

Location of services: WBLA High School and other 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 2027 | Target 2028 | Target 2029 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 100% of American Indian students will have at least one documented intentional student and family engagement meeting with the school counselor to support the secondary registration process.                | 100%        | 100%        | 100%        |
| Increase secondary counselor family engagement opportunities by 1 each year with AIPAC regarding educational practices, secondary registration/career tech ed/career pathways, and other community supports. | 1           | 2           | 3           |

| 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 2027 | Target 2028 | Target 2029 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| Increase the percentage of Black students with at least one documented intentional student and family engagement meeting with the school counselor to support the secondary registration process by 10% each year. | >10%        | >10%        | >10%        |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and #2:** Student learning experiences and multi-district college tours.

**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:

- |                                                                                                                                                                                  |                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <input 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 checked="" type="checkbox"/> Provides school enrollment choices.                                                                                                          | <input checked="" type="checkbox"/> Increases graduation rates.                              |
|                                                                                                                                                                                  | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers.      |

#### **Narrative description of this strategy:**

*White Bear Lake Area Schools District Administration, including the Director of Educational Equity and Achievement, Academic Engagement Specialists, Student, Family, and Community Engagement Coordinator, and American Indian Education Program Coordinator, will work closely with the American Indian Parent Advisory Council (AIPAC) to provide meaningful family and community engagement activities and academic supports that promote student success.*

*The American Indian Education Program Coordinator will collaborate with our communities and regularly meet with students, families, and community groups to support cultural identity and strengthen students' sense of belonging. In addition, the district will partner with other metro-area districts to offer programs that remove barriers to learning and expand college and career opportunities, including two student and family tours of Tribal Colleges and Universities (TCUs) and Historically Black Colleges and Universities (HBCUs).*

*WBLAS will also implement the following family engagement activities led by our Student, Family and Community Engagement Coordinator with the goal of developing partnerships between families and schools that increase dialogue, engagement, trust, transparency, and shared and collaborative decision making that will lead to an overall increase in student achievement and earned credit across career pathways.*

- Utilize WBLAS resources and tools, that have been made available to staff, in order to build more meaningful and impactful relationships and partnerships between school and home.*
- Expand implementation of ISIs (Intentional Social Interactions) in WBLAS.*
- Work towards organizing and planning a Parent Engagement Education Program (PIQE) to support families in creating a stronger family/school partnership.*
- Create a foundation for collaboration of mutual partnership while embracing individual uniqueness that promotes a culture of learning that is child centered, age appropriate and family driven.*
- Family/Community Leadership Groups at WBLAS*
- Equitable Family Engagement Site teams that will help to support and guide Family Engagement work at Sites.*
- Continue to enhance community partnerships that offer important resources for WBLAS students & families.*
- Support and enhance home visiting practices by all staff.*

### 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 2027 | Target 2028 | Target 2029 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| The percent of Black and American Indian parents participating in PTO/AIPAC meetings will increase by 10% each year.                                                                         | >10%        | >10%        | >10%        |
| The percent of Black and American Indian students participating in cultural enrichment activities will increase by 10% each year.                                                            | >10%        | >10%        | >10%        |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Goal #3:** By June of each school year, 80% or more of White Bear Lake Area School educators will demonstrate an increase in use of the instructional practices within the 5 Dimensions of Teaching and Learning Instructional Framework.

**Goal type:** Teacher Equity

**Strategy Name and #1:** Focused and Intentional Professional Learning

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

#### Narrative description of this strategy:

*Through the White Bear Lake Area Schools Integrated School Improvement & Site Strategic Plan (ISISSP) process, district and school leadership teams engage in an intentional ongoing cycles of reflection, analysis, and action planning to strengthen achievement and integration outcomes.*

*As part of the ISISSP process, School Leadership Teams begin by reflecting on the previous year's implementation efforts. This includes examining the degree to which identified strategies were executed, the impact on instructional practice, and progress toward site and district goals. Teams review multiple sources of student data.*

*Leadership Teams then analyze adult practice data through the lens of the 5 Dimensions of Teaching and Learning Instructional Framework. Observation evidence, learning walk data, and teacher reflections are reviewed to determine strengths and areas for growth across the five dimensions. In addition, teams reflect on the MTSS framework to evaluate how effectively systems and structures are meeting the needs of all learners. This includes reviewing the alignment between core instruction and interventions, the effectiveness of collaborative inquiry team structures, and the use of data to drive instructional decisions.*

*This integrated reflection across student outcomes, instructional practice, and systems implementation directly informs ISISSP action planning. Schools identify targeted action steps and aligned professional development designed to strengthen instructional consistency and effectiveness. Professional learning plans emphasize collaborative inquiry teams, student-centered coaching, learning walks, ongoing feedback aligned to specific 5D indicators identified, and additional professional learning opportunities. Additional professional learning opportunities, such as the Urban Leadership Academy and Conscious Discipline training, will be available by equipping leaders and educators with strategies to foster strong relationships, culturally responsive practices, and safe, supportive learning environments for all students.*

*By aligning data analysis, the 5 Dimensions of Teaching and Learning Instructional framework, MTSS structures, and professional development, schools create coherent conditions for instructional growth, ensuring that by June of each school year, 80% or more of educators demonstrate increased use of effective instructional practices.*

*To provide support in this area, we will bring together individuals, who are linked by a common purpose, in an inclusive environment where all are valued, included, and empowered to succeed. These staff will convene monthly to discuss their realities of being in White Bear Lake Area Schools through the use of an outside facilitator. We will build on commonalities between groups and provide opportunities for areas of growth and understanding. Our purpose is to create a space for individuals to share thoughts and provide a climate check on how the district is or isn't progressing. We will develop participants' use of their Authentic Voice and sense of belonging, appreciation for contributions and acknowledging the importance of recognition, collaborative decision making, and partnership. Creating an atmosphere of cooperation, while planning for activities and celebrations throughout the year.*

Location of services: District Building and Programs

### 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 2027 | Target 2028 | Target 2029 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 100% of School Leadership teams will report growth in at least 2 SubDimensions of 5 Dimensions of Teaching and Learning Instructional Framework on their school's Integrated School Improvement and Site Strategic Plan (ISISSP) each school year. | 100%        | 100%        | 100%        |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy Name and #2: School Leadership Data Analysis and Decision Making

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

### Narrative description of this strategy:

*White Bear Lake Area Schools is strengthening data-based decision-making through a systematic process aligned to MTSS indicators and continuous improvement practices. School Leadership Teams engage in structured Data Driven Dialogue multiple times per year, examining disaggregated student data. During these reviews, teams intentionally identify gaps between expectations and results. This includes examining disparities in student performance as well as inconsistencies in how assessments and instructional programs are implemented. Leadership teams then engage in root cause analysis to develop hypotheses to explain the unexpected results in student data. Based on these findings, leadership teams develop targeted action plans with clear strategies, timelines, and responsibilities. This ongoing process supports responsive decision-making and improved student outcomes.*

Location of services: District Building and Programs

### 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 2027 | Target 2028 | Target 2029 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| School sites increase the frequency by 1 collaborative data analysis team meeting, up to 3 collaborative team meetings each year.                                                            | 1           | 2           | 3           |
| The District will report a 0.2 increase in Data-Based Decision Making - School Leadership Teams on the MnMTSS SEMI-DLT each year. The current baseline is averaged to 1.02 out of 2.         | >.2         | >.2         | >.2         |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy Name and #3: Student-Centered Coaching

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

**Narrative description of this strategy:**

*White Bear Lake Area Schools uses Student-Centered Coaching as our instructional coaching model to increase teacher effectiveness across buildings. This approach focuses on improving instructional practice by centering coaching cycles on student learning and evidence.*

*Instructional coaches partner with Collaborative Inquiry Teams (CITs) to analyze student data, identify learning needs, and set measurable goals aligned to the 5 Dimension of Teaching and Learning Instructional Framework and state standards. Coaches and teacher teams co-plan instruction, model or co-teach strategies, and use formative assessment to monitor student progress.*

*Coaching cycles include ongoing reflection using student work and assessment data to evaluate impact and refine instruction. Coaches also collaborate across sites to align practices, tools, and professional learning. In addition, opportunities will be available to participate in learning walks with principals to gain a deeper understanding of how their current practices either enhance or distract from academic achievement. This job-embedded, data-driven strategy strengthens instructional consistency, builds teacher capacity, and increases student access to high-quality instructional practices.*

*In addition, the development of a professional development calendar which includes resources for staff such as:*

- *How to effectively engage in difficult and courageous conversations*
- *How to connect to our Standards-Based Learning framework*
- *Family Engagement*
- *Increase staff opportunities for professional development on American Indian history, beliefs, and laws.*
- *Teams at each building will participate in Restorative Practices professional development. Each building's leadership team will provide ongoing support and coaching to all staff.*
- *Moving the Multi-Tiered System of Support (MTSS) structure into the daily practices of each classroom in each building.*
- *Continue to expand Conscious Discipline, Trauma Informed Practices, and Building Assets Reducing Risk (BARR) into the secondary level and show the direct correlation to MTSS and how it is used to close the opportunity gap.*

Location of services: District Building and other 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 2027 | Target 2028 | Target 2029 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| Building principals will report 80% of educators engaged in at least one Student-Centered Coaching Cycle each year.                                                                          | 80%         | 80%         | 80%         |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## 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)).

---

*Efficiencies are gained through the following systematic approaches for the White Bear Lake Area Schools:*

- *Coherent Framework Alignment: The plan integrates the MTSS framework with evidence-based structures like BARR and AVID. Instead of schools independently seeking different intervention models, the district aligns Tier 1 instruction and targeted supports across all sites to ensure every student receives consistent services.*
- *Centralized Professional Learning: Rather than each school developing its own training, the district utilizes Student-Centered Coaching and Collaborative Inquiry Teams (CITs). This creates a "job-embedded" model where coaches collaborate across sites to align tools and practices, reducing the need for redundant external consultants.*
- *Multi-District Resource Sharing: WBLAS partners with adjoining districts (Inver Grove Heights, Forest Lake, and Roseville) to offer shared programming, such as multi-district college tours to HBCUs and TCUs. This collaboration allows for the pooling of logistical resources and costs that would be higher if managed by a single district.*
- *Systemic Data Analysis: Leadership teams use a structured "Data Driven Dialogue" process several times a year. This systematic review identifies specific gaps and avoids the duplication of assessments or programs that do not directly address identified student needs.*

# Racially Identifiable School(s) (RIS)

## Achievement and Integration Plan

July 1, 2026-June 30, 2029

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.*

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

**District ISD# and Name:** ISD624 – White Bear Lake Area Schools

**RIS Name:** Willow Lane Elementary

**Program Contact:** Jennifer Sexauer, Principal

**Phone:** 651-773-6170

**Email:** Jennifer.sexauer@isd624.org

### RIS Plan Input

Districts with **Racially Identifiable Schools (RIS)** are required to convene a Community Collaboration Council (CCC) 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).

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

## Community Collaboration Council for Racially Identifiable School(s)

**Please list your council members and identify American Indian parent committee members.**

| Name             | Position/Role         | Email/Phone Number          |
|------------------|-----------------------|-----------------------------|
| Jennifer Sexauer | Willow Lane Principal | jennifer.sexauer@isd624.org |
| Carrie Carlson   | Willow Lane Staff     | carrie.carlson@isd624.org   |
| Hanna Honerman   | Willow Lane Staff     | hanna.honeman@isd624.org    |
| Deb Hibbard      | Willow Lane Staff     | debra.hibbard@isd624.org    |
| Kristine Lahr    | Willow Lane Staff     | kristine.lahr@isd624.org    |
| Lubna Abu-Sharkh | Willow Lane Staff     | lubna.abusharkh@isd624.org  |
| Kaylyn Simonette | Willow Lane Staff     | kaylyn.simonette@isd624.org |

|                      |                                                            |                                |
|----------------------|------------------------------------------------------------|--------------------------------|
| Mike Alexander       | Willow Lane Staff and Parent                               | michael.alexander@isd624.org   |
| Libby Kratzke        | Willow Lane Staff                                          | elizabeth.kratzke@isd624.org   |
| Shannon Alexander    | Willow Lane Staff and Parent                               | Shannon.alexander@isd624.org   |
| Angelia Ruby Swanson | Willow Lane Staff and Parent                               | angelia.rubyswanson@isd624.org |
| Katy Bonsell         | Willow Lane Staff and Parent                               | katy.bonsell@isd624.org        |
| Leigh Anderson       | Willow Lane Staff                                          | leigh.anderson@isd624.org      |
| Karen Reiland        | Willow Lane Staff                                          | karen.reiland@isd624.org       |
| Kristi Anderson      | Willow Lane Parent                                         | klboas@gmail.com               |
| Stephanie Minor      | Willow Lane Parent                                         | Sminor77@gmail.com             |
| Kimberly Rasch       | WBLAS MTSS Coordinator                                     | kimberly.rasch@isd624.org      |
| Brenton Shavers      | WBLAS Director of Educational Equity and Achievement       | brenton.shavers@isd624.org     |
| Brad Ward            | Forest Lake Area Schools Teaching and Learning Coordinator | bward@flaschools.org           |
| Gretchen Mattson     | Forest Lake Area Schools Linwood Elementary Principal      | gmattson@flaschools.org        |
| John Paul Jacobson   | Forest Lake Area Schools Director of Teaching and Learning | jpjacobson@flaschools.org      |

**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.

*The Willow Lane Racially Identifiable School (RIS) Plan was developed through a collaborative and continuous improvement process.*

*The work began with the development of the Integrated School Improvement and Site Strategic Plan (ISISSP). The principal and school leadership team conducted a structured reflection and reviewed student data sources. This analysis informed goal setting and strategy development, ensuring that building actions were aligned to measurable outcomes and professional learning. To deepen the planning process, Willow Lane, along with North Star Accountability, conducted a comprehensive needs assessment to identify root causes, strengthen strategies, and define success criteria.*

*Intentional family engagement was a core component of the RIS planning process. Willow Lane created multiple opportunities for feedback, including family conferences, coffee with the principal, and PTO meetings held both at school and within the community to increase access and participation. These sessions were designed to gather authentic family input.*

*Willow Lane partnered with the principals of Birch Lake Elementary and Linwood Elementary in the Forest Lake Area School District to share strategies, discuss integration efforts, and design integrated learning experiences.*

*In addition, Willow Lane staff and families participate in district-level systems meetings to ensure alignment and shared accountability. Representatives engage in the Systems Accountability Committee, District Instructional Leadership Team meetings, and the American Indian Parent Advisory Council (AIPAC), providing input on district and Willow Lane goals.*

## **RIS Achievement and Integration Goals**

***You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.***

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:** By June 2029\*, Willow Lane will reduce the achievement gap amongst Black students by 50%\*\* in grades 2-5 on FastBridge aReading. *\*June 2026 data will be used as the baseline measurement. \*\*To meet this goal, overall proficiency for all student groups must remain stable or increase; the district will not meet the target through decreases in overall performance.*

**Goal type:** Achievement Disparity

**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).

**Strategy #1:** Collaborative Inquiry Team (CIT) Engagement

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

**Narrative description of this strategy:**

*Willow Lane educators will engage in consistent and high-functioning Collaborative Inquiry Team (CIT) meetings, centered on academic standards and evidence of student learning.*

*Within CITs, teachers will collaboratively unpack standards to ensure shared understanding of learning targets, identify success criteria, and proficiency expectations. This process ensures that all students receive instruction aligned to grade-level expectations.*

*The Willow Lane principal will support this work by protecting dedicated CIT time, providing coaching on data analysis and standards alignment, and ensuring teams have access to and use disaggregated student data. Ongoing monitoring of CIT effectiveness will occur through review of team agendas, review of student data, and team reflections during staff meetings to build school-wide accountability for student achievement.*

*Through consistent CIT engagement focused on standards and evidence of student learning, Willow Lane will build educator collective efficacy, strengthen instructional coherence, and accelerate academic outcomes for students of color, resulting in a measurable reduction of the achievement gap over time.*

Location of services: Willow Lane Elementary

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

### 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 2027 | Target 2028 | Target 2029 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| Willow Lane principal reports 100% of educators engaging in consistent CIT meetings focusing on academic standards and evidence of student learning.                                         | 100%        | 100%        | 100%        |
| Willow Lane will report an 0.3 increase in Tier 1 Core Practices on the MnMTSS SEMI-SLT each year. Current baseline rating of 0.46 out of a possible 2 rating.                               | >.3         | >.3         | >3          |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy #2: Grade Level Data Meeting Collaboration

**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 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 instruction will be delivered, and where will this take place.*

*Collaboration extends beyond classroom teachers to include the principal, academic engagement specialists, interventionists, multilingual learner educators, special education educators, school psychologists, social workers, and instructional coaches in grade-level data meetings.*

*Grade-level data teams use screening data to identify students in need of Tier 2 and Tier 3 intervention. The teams will determine targeted and intensive interventions aligned to identified skill gaps while maintaining access to grade-level standards in Tier 1. Intervention plans will include clear entry and exit criteria, progress-monitoring tools, and defined instructional practices. Ongoing collaboration ensures interventions are cohesive, culturally responsive, and connected to core instruction rather than occurring in isolation.*

*The principal and instructional coach will sustain this work by scheduling 6-8-week data meetings, providing professional learning on data literacy and effective instructional practices, and monitoring implementation fidelity. Team effectiveness will be reviewed through student data, intervention rates of improvement, and grade-level data team agendas.*

### 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 2027 | Target 2028 | Target 2029 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| Willow Lane will report an 0.3 increase in Tier 2 Targeted Practices on the MnMTSS SEMI-SLT each year. Baseline will be determined in the fall of 2026. Baseline will be determined during Fall 2026  | Baseline    | >.3         | >.3         |
| Willow Lane will report an 0.3 increase in Tier 3 Intensive Practices on the MnMTSS SEMI-SLT each year. Baseline will be determined in the fall of 2026. Baseline will be determined during Fall 2026 | Baseline    | >.3         | >.3         |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**RIS Goal # 2:** By June 2029, 80% Willow Lane 4<sup>th</sup>/5<sup>th</sup> grade students will report an increase in academic, social-emotional, and leadership skills, on a student pre- and post-survey after the conclusion of the relevant and integrated learning experiences.

**Goal type:** Integration

**Strategy #1:** Student STEM Learning Experience with Birch Lake Elementary at STARBASE and other learning opportunities.

**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 instruction will be delivered, and where will this take place.*

*White Bear Lake Area Schools will provide an integrated STEM experience for students from Birch Lake Elementary School and Willow Lane Elementary School at STARBASE. Students from both schools participate together in hands-on STEM learning focused on problem-solving, teamwork, and real-world application of academic skills. This shared experience promotes cross-school relationships, cultural understanding, and equitable access to high-quality STEM programming aligned to grade-level standards. Through this partnership, students build engagement, confidence, and interest in STEM while increasing academic outcomes.*

*In addition, the summer school sessions at Willow Lane Elementary are designed to bring students from across the district together for a comprehensive academic experience. This program offers Willow Lane students the advantage of a*

*diverse peer group and a familiar environment. The curriculum focuses on strengthening reading proficiency and critical thinking through interactive projects that emphasize history, social studies, and collaborative conflict-resolution skills.*

Location of services: Willow and STARBASE

### 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 2027 | Target 2028 | Target 2029 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| By June of each school year, at least 90% of Willow Lane 5th grade students will report that they feel valued, are building skills to adapt creatively to change, and are contributing meaningfully to their school or broader community, as measured by student surveys and reflection tools. | 90%         | 90%         | 90%         |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy #2:** Collaborate with Linwood Elementary in Forest Lake Area Schools around outdoor/forest experiential learning activities.

**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:

*Educators will design student learning experiences that connect academic standards to authentic, real-world contexts while fostering collaboration, communication, and problem-solving skills. A key component of this work includes outdoor learning experiences in partnership with Linwood Elementary in the Forest Lake School District. These shared experiences bring students together across school communities to engage in outdoor learning, team-based inquiry, and learning that builds relationships and broadens perspectives.*

*Student survey data will be reviewed annually to monitor progress toward the 80% growth goal and to refine future integrated learning opportunities. Through these intentional, collaborative experiences, Willow Lane will strengthen student agency, deepen learning, and promote meaningful integration.*

*In addition, White Bear Lake Area Schools District Administration including our Director of Educational Equity and Achievement, Willow Lane's Academic Engagement Specialists, the Student, Family, and Community Engagement Coordinator and American Indian Education Program Coordinator will partner closely with the American Indian Parent Advisory Council (AIPAC) to ensure that we partner with outside agencies to provide culturally relevant family and community engagement activities and academic supports to increase student success inside and outside of the classroom at Willow Lane Elementary School. Furthermore, a collaboration with StoryArk or other similar organizations initiates creative teams that allow students to communicate and connect with peers from across the metro, ensuring our learners are deeply integrated in the broader community.*

Location of services: Willow and Linwood Elementary (Forest Lake Area Schools)

## 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 2027 | Target 2028 | Target 2029 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| By June of each school year, at least 90% of Willow Lane 4th grade students will report that they feel valued, are building skills to adapt creatively to change, and are contributing meaningfully to their school or broader community, as measured by student surveys and reflection tools. | 90%         | 90%         | 90%         |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**RIS Goal # 3:** By June of each school year, 80% or more of Willow Lane educators will demonstrate an increase in use of the instructional practices within the 5 Dimensions of Teaching and Learning Instructional Framework.

**Goal type:** Teacher Equity

**Strategy #1:** Intentional and Willow Lane Professional Learning

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

### Narrative description of this strategy:

*Through the White Bear Lake Area Schools Integrated School Improvement & Site Strategic Plan (ISISSP) process, Willow Lane teams will engage in an intentional annual cycle of reflection, analysis, and action planning to strengthen achievement and integration outcomes.*

*As part of the ISISSP process, School Leadership Teams begin by reflecting on the previous year's implementation efforts. This includes examining the degree to which identified strategies were executed, the impact on instructional practice, and progress toward site and district goals. Teams review multiple sources of student data.*

*Leadership Teams then analyze adult practice data through the lens of the 5 Dimensions of Teaching and Learning Instructional Framework. Observation evidence, learning walk data, and teacher reflections are reviewed to determine strengths and areas for growth across the five dimensions. In addition, teams reflect on the MTSS framework to evaluate how effectively systems and structures are meeting the needs of all learners. This includes reviewing the alignment between core instruction and interventions, the effectiveness of collaborative inquiry team structures, and the use of data to drive instructional decisions.*

*This integrated reflection across student outcomes, instructional practice, and systems implementation directly informs ISISSP action planning. Willow Lane will identify targeted action steps and aligned professional development designed to strengthen instructional consistency and effectiveness. Professional learning plans emphasize collaborative inquiry teams, student-centered coaching, learning walks, ongoing feedback aligned to specific 5D indicators identified, and additional professional learning opportunities. Additional professional learning opportunities, such as the Urban Leadership Academy and Conscious Discipline training, will be available by equipping leaders and educators with strategies to foster strong relationships, culturally responsive practices, and safe, supportive learning environments for all students.*

*By aligning data analysis, the 5 Dimensions of Teaching and Learning Instructional framework, MTSS structures, and professional development, Willow Lane will create coherent conditions for instructional growth, ensuring that by June of each school year, 80% or more of educators demonstrate increased use of effective instructional practices.*

*To provide support in this area, we will bring together individuals, who are linked by a common purpose, in an inclusive environment where all are valued, included, and empowered to succeed. These staff will convene monthly to discuss their realities of being in White Bear Lake Area Schools and Willow Lane Elementary through the use of an outside facilitator.*

*We will build on commonalities between groups and provide opportunities for areas of growth and understanding. Our purpose is to create a space for individuals to share thoughts and provide a climate check on how the district is or isn't progressing. We will develop participants' use of their Authentic Voice and sense of belonging, appreciation for contributions and acknowledging the importance of recognition, collaborative decision making, and partnership. Creating an atmosphere of cooperation, while planning for activities and celebrations throughout the year.*

Location of services: Willow Lane

### 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 2020 | Target 2021 | Target 2022 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 100% of School Leadership teams will report growth in at least 2 SubDimensions of 5 Dimensions of Teaching and Learning Instructional Framework on their school's Integrated School Improvement and Site Strategic Plan (ISISSP) each school year. | 100%        | 100%        | 100%        |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy #2: School Leadership Data Analysis and Decision Making

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

#### Narrative description of this strategy:

*White Bear Lake Area Schools is strengthening data-based decision-making through a systematic process aligned to MTSS indicators and continuous improvement practices. School Leadership Teams engage in structured Data Driven Dialogue multiple times per year, examining disaggregated student data. During these reviews, teams intentionally identify gaps between expectations and results. This includes examining disparities in student performance as well as inconsistencies in how assessments and instructional programs are implemented. Leadership teams then engage in root cause analysis to develop hypotheses to explain the unexpected results in student data. Based on these findings, leadership teams develop targeted action plans with clear strategies, timelines, and responsibilities. This ongoing process supports responsive decision-making and improved student outcomes.*

Location of services: Willow Lane

### 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 2020 | Target 2021 | Target 2022 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| School sites increase the frequency by 1 collaborative data analysis team meeting, up to 3 collaborative team meetings each year.                                                            | 1           | 2           | 3           |
| The District will report a 0.2 increase in Data-Based Decision Making - School Leadership Teams on the MnMTSS SEMI-DLT each year. The current baseline is averaged to 1.02 out of 2.         | >.2         | >.2         | >.2         |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy #3: Student-Centered Coaching

**Type of Strategy:** Equitable access to effective and more diverse teachers.

## Narrative description of this strategy:

*White Bear Lake Area Schools uses Student-Centered Coaching as our instructional coaching model to increase teacher effectiveness across buildings. This approach focuses on improving instructional practice by centering coaching cycles on student learning and evidence.*

*Instructional coaches partner with Collaborative Inquiry Teams (CITs) to analyze student data, identify learning needs, and set measurable goals aligned to the 5 Dimension of Teaching and Learning Instructional Framework and state standards. Coaches and teacher teams co-plan instruction, model or co-teach strategies, and use formative assessment to monitor student progress.*

*Coaching cycles include ongoing reflection using student work and assessment data to evaluate impact and refine instruction. Coaches also collaborate across sites to align practices, tools, and professional learning.*

*This job-embedded, data-driven strategy strengthens instructional consistency, builds teacher capacity, and increases student access to high-quality instructional practices.*

Location of services: Willow Lane and other district 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 2020 | Target 2021 | Target 2022 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| Building principals will report 80% of educators engaged in at least one Student-Centered Coaching Cycle each year.                                                                          | 80%         | 80%         | 80%         |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## 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)).

*Willow Lane is committed to creating greater coherence, efficiency, and impact by eliminating duplicative programs and aligning all goals and strategies directly to district priorities. Rather than layering new initiatives, Willow Lane focuses on strengthening core systems within the existing district MTSS framework to ensure clarity, consistency, and improved student outcomes.*

*All Willow Lane goals are intentionally aligned to White Bear Lake Area Schools (WBLAS) district goals. At the center of this work is a strong Tier 1 commitment grounded in White Bear Lake Area School's Guaranteed and Viable Expectations. Through clearly defined Collaborative Inquiry Team (CIT) meeting structures and processes, educators consistently plan instruction, analyze evidence of student learning, and refine instructional strategies. This alignment ensures that professional learning, instructional planning, and assessment practices reinforce, not compete with, district expectations.*

*Willow Lane also prioritizes Data-Based Decision Making by establishing clearly defined processes and structures for reviewing student data and responding in a timely manner. Regular data cycles within CITs meetings, school leadership team meetings, and grade-level data team collaboration ensure that student needs are identified early and addressed proactively. This systematic approach reduces fragmentation and prevents the creation of separate or redundant intervention systems.*

*The Willow Lane Instructional Leadership Team plays a critical role in sustaining coherence. With a focused emphasis on building the capacity of the principal and instructional coach to lead instructional improvement, this team ensures that strategies remain aligned to district MTSS priorities and that implementation is consistent across classrooms.*

*A shared commitment to Tier 2 and Tier 3 intervention expectations further strengthens system alignment. Clear criteria for entry and exit, progress monitoring structures, and defined roles prevent overlapping services and ensure that supports are coordinated within the MTSS framework rather than operating in isolation.*

*Finally, Willow Lane maintains a building-wide commitment to Social-Emotional Learning (SEL) as a core component of Tier 1 instruction. By embedding SEL practices within daily instruction and behavior expectations, the school avoids separate, competing programs and instead integrates social-emotional supports into the overall instructional system.*

*Through intentional alignment to district goals, clearly defined systems, and a focus on strengthening core Tier 1 instruction, Willow Lane reduces duplication, increases efficiency, and ensures that all efforts contribute directly to improved student outcomes.*

# **C. OPERATIONAL ITEMS**

AGENDA ITEM: **Action on Purchase of Electric School Buses**

MEETING DATE: **February 23, 2026**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**

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**BACKGROUND:**

The District has been awarded two grants to facilitate the acquisition of three electric school buses. The MPCA/EPA Clean Heavy Duty Vehicle Grant provides \$388,000 to fund the purchase of one electric bus. The Minnesota Department of Commerce (MDC) Electric School Bus Equipment Grant provides partial funding for the purchase of two electric buses for \$671,160. Both grants provide additional funding for charging infrastructure.

After evaluating proposals from three vendors, the district recommends purchasing the RIDE Creator 77-passenger electric school bus through our local vendor, United Bus Sales. At \$394,800, the RIDE bus offers a superior value proposition over the Blue Bird Vision, which is priced at \$411,303. The proposal received from the third vendor was withdrawn.

|                       | Bus Price    | Grant Allocation | Net District Cost |
|-----------------------|--------------|------------------|-------------------|
| MPCA/EPA Bus (1 Unit) | \$ 394,800   | \$ 388,000       | \$ 6,800          |
| MDC Buses (2 Units)   | \$ 789,600   | \$ 671,160       | \$ 118,440        |
| Total                 | \$ 1,184,400 | \$ 1,059,160     | \$ 125,240        |

**RECOMMENDED ACTION:**

Move to authorize the purchase of three RIDE Creator 77-passenger electric school buses at a unit price of \$394,800 plus applicable tax and title/plate fees for a total of \$1,184,400.



# Electric School Bus Grants

*The White Bear Lake Area Schools were awarded two grants to purchase electric school buses:*

**Clean Heavy Duty Vehicle Grant** - *the MN Pollution Control Agency (MPCA) was awarded the EPA grant and included the White Bear Lake Area Schools*

- 1 electric school bus

**Electric School Bus Equipment Grant** - *the MN Dept of Commerce (MDC)*

- 2 electric school buses

GO BEARS 



# RFP - Proposals Submitted

- RIDE Electric Bus - \$394,800
- Blue Bird Vision Electric Bus - \$411,303
- International CE Electric Bus - W/D

GO BEARS 

# RIDE Electric Bus

**Cost Savings:** \$16,503 lower purchase price than the Blue Bird Vision.

**Safest Battery:** *Lithium Iron Phosphate* (LFP) chemistry is non-toxic, recyclable, and highly impact-resistant vs Nickel Manganese Cobalt (NMC)

- **Environmental Impact** - Reduced carbon emissions. 100% recyclable

**Warranty Protection:** 12-year battery warranty vs. the 8-year from Blue Bird

**Cold Weather Ready:** Advanced liquid thermal management and cabin pre-heating for Minnesota winters.

**Local Support:** Purchased through and serviced by United Bus Sales in Big Lake, MN.

GO BEARS

## Grant and School District Contributions

| Grant Source            | Bus Price       | Grant Allocation | Net District Cost |
|-------------------------|-----------------|------------------|-------------------|
| MPCA/EPA Grant (1 Unit) | \$ 394,800.00   | \$ 388,000.00    | \$ 6,800.00       |
| MDC Grant (2 Units)     | \$ 789,600.00   | \$ 671,160.00    | \$ 118,440.00     |
| Total                   | \$ 1,184,400.00 | \$ 1,059,160.00  | \$ 125,240.00     |



AGENDA ITEM: **Action on Alternative Learning Pathways Designation**

MEETING DATE: **February 23, 2026**

SUGGESTED DISPOSITION: **Operational Item**

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

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**BACKGROUND:**

Earlier this evening, Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning, and Brenton Shavers, Director of Educational Equity and Achievement, presented an overview of proposed updates to the district's alternative learning structure.

The proposal outlines a transition from an Area Learning Center (ALC) to an Alternative Learning Program (ALP) designation, along with a partnership with 916 Mahtomedi Academy to provide summer school and ongoing credit recovery opportunities for high school students.

These updates are designed to provide students with more flexible, efficient, and seamless pathways to support students in earning credits, accessing individualized learning options, and graduating on time. Additionally, the transition maintains the continuity of K–8 Targeted Services through a partnership with Intermediate District 916.

**RECOMMENDED ACTION:**

Move to approve the transition from an Area Learning Center (ALC) to an Alternative Learning Program (ALP), affirm the K–8 Targeted Services partnership with Intermediate District 916, and authorize staff to implement the Alternative Learning Pathways Transition and Implementation Plan as presented.