



2024–25 Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically using the unique link that was sent to the A&I Contact and Superintendent. You can copy your responses from this template into the electronic form.

District Name: White Bear Lake Area Schools

Phone: 651-407-7683

A&I Contact: Brenton Shavers

Email: brenton.shavers@isd624.org

Title: Director of Educational Equity and Achievement

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2024–25 school year (SY)?

☒ Yes ☐ No

What year of your Achievement & Integration plan are you reporting on?

☐ Year 1 (3-year plan spans July 1st, 2023 – June 30, 2026)

☒ Year 2 (3-year plan spans July 1st, 2022 – June 30, 2025)

Did you have a Racially Identifiable School (RIS) in the 2024–25 SY?

☒ Yes ☐ No

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the A&I materials: <https://www.isd624.org/academics/worlds-best-workforce>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2024-2025 SY.

Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2024-25 SY: November 10, 2025

2024–25 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2024–25 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report. **This progress report has two parts:**

- 1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2024–25 SY.
- 2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2024–25 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically. You can copy your responses from this template into the electronic form.**

Complete the tables below if you are reporting on year 1 or year 2 of your 3-year plan (July 1, 2023–June 30, 2026 OR July 1, 2022–June 30, 2025).

Achievement and Integration Goal 1

Goal Statement Achievement,	Integration, or Teacher	SY)
	Equity Goal?	On Track?
	Baseline	Actual Result (2024–25

The graduation rate for White Bear Lake Area High School American Indian Students will increase from 50% in 2019 to 96% by June, 2026.	Check one of the following: ☒ Achievement Goal ____ Integration Goal ____ Teacher Equity	The graduation rate of White Bear Lake Area Schools American Indian students was 50% for 2019.	For various graduating classes, the small sample size of American Indian students (ranging between zero to 16 students) significantly skews the reported graduation rate. To gain a clearer understanding, we analyzed broader, multi-year trends for this demographic, which indicate a clear trajectory of improvement. Based on this analysis, we remain on track to meet our multi-year goal for American Indian student graduation.	Check one of the following: ☒ On Track ____ Not on Track ____ Goal Met
---	---	---	---	---

Goal Update:

- To assist in increasing the graduation rate of American Indian students, the district has partnered closely with the American Indian Parent Advisory Committee to address areas around academic achievement while at the same time promoting a positive cultural identity for students.
- High School Counselors have increased communication to parents regarding their students' academic standing and working with students and families to enroll in credit recovery courses when needed to ensure on time graduation.
- High School Counselors in collaboration with Career and Technical Education and the district's Indian Education Coordinator continue to provide resources for post secondary education and or career readiness opportunities specifically for our American Indian students.
- All school buildings created a Family Engagement Plan in collaboration with families to ensure a parent/school connection as well as increased utilization of ISI's (Intentional Social Interactions)

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024–25 SY)	On Track?
The percentage of White Bear Lake Area High School Latinx and Black students who, by the end of their senior year, earn 12 college-level credits will increase from 15% in 2022 to 27% by June of 2026.	Check one of the following: ___ Achievement Goal <u>X</u> Integration Goal ___ Teacher Equity	The percentage of White Bear Lake Area High School Latinx and Black students who, by the end of their senior year, earned 12 college-level credits was at 15% in 2022.	White Bear Lake Area High School has seen a steady increase in college-level credit attainment among its Latinx and Black student populations. 20% of Latinx and Black students in the graduating class of June 2025 completed 12 or more college-level credits, up from 15% in the June 2022 graduating class.	Check one of the following: <u>X</u> On Track ___ Not on Track ___ Goal Met

Goal Update:

- Collaboration with the American Indian Parent Advisory Committee regarding college-level course options.
- There has been a steady increase in the amount of information being sent out to families regarding concurrent enrollment options.
- Partnerships with Century College, the University of MN and the College and Career Department at the high school have increased opportunities for students to earn college-level credits and begin earning certifications within specific career pathways .
- Counselor PD for College and Career Programming and the importance of knowing and identifying students to appropriate programs based on interest.

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024–25 SY)	On Track?
White Bear Lake Area Schools will increase the percentage of BIPOC teachers from 4% in 2022 to 7% in 2026.	Check one of the following: ___ Achievement Goal ___ Integration Goal <u>X</u> Teacher Equity	White Bear Lake Area School percentage of BIPOC teachers was 4% in 2022.	White Bear Lake Area Schools percentage of BIPOC teachers remains steady at 5% for the 2023-2024 academic year.	Check one of the following: <u>X</u> On Track ___ Not on Track ___ Goal Met

Goal Update:

- The number of BIPOC teachers in the White Bear Lake Area Schools remains consistent between 5% and 6% for the 2024/25 school year.
- White Bear Lake Area Schools partners with Historically Black Colleges and Universities (HBCUs) during our annual HBCU Student Trip. During this trip, Educational Equity Staff distribute informational flyers about our district and share our successes and challenges.
- The district was awarded a “Grow Your Own” Grant to provide a direct pathway into the teaching profession for students while they are still enrolled in high school. In our district and work on providing support and resources needed to create a welcoming environment while working to remove systemic barriers.
 - BIPOC staff have the opportunity to participate in an Affinity Group that meets several times throughout the year that provides a safe space to connect, share experiences, and build a sense of community.
- District staff conduct regular check-ins with new BIPOC Teachers

Narrative:

The White Bear Lake Area Schools is on track to meet all three identified goals for the 2024–25 academic year, demonstrating a strong commitment to Educational Equity, aligning with the Minnesota Department of Education (MDE) and the Achievement and Integration Statute, and directly supporting the White Bear Lake Area Schools Guaranteed and Viable Expectations.

Achievement Goal: Embedding Cultural Competence

The American Indian student graduation rate is 69% (up from 50%), with a target of 96% by 2026. The district supports Student Achievement through increased counselor communication and credit recovery courses, aligning with MDE priorities to Embed Cultural Competence and Engage and Partner with Parents/Families and Community Allies, and directly impacting the White Bear Lake Area Schools Guaranteed and Viable Expectations. This is achieved through collaboration with the American Indian Parent Advisory Committee (AIPAC) and Family Engagement Plans.

Integration Goal: Addressing Access and Resource Inequities

Progress continues for Latinx and Black students earning 12+ college credits, reaching 20% from a 15% baseline, with a target of 27% by 2026. This effort to Address Access and Resource Inequities is met by expanding concurrent enrollment partnerships with institutions like Century College and the University of MN, and providing counselor and administrators professional development to identify and enroll diverse students in college-level and career pathway courses, improving college access and boosting Student Achievement, directly contributing to the White Bear Lake Area Schools Guaranteed and Viable Expectations.

Teacher Equity Goal: Recruiting and Retaining Diverse Talent

The Teacher Equity Goal to increase BIPOC teachers to 7% by 2026 is on track, with the percentage currently between 5% and 6% (up from 4% in 2022). This supports the MDE priority to Recruit and Retain a Diverse, Culturally Responsive Teaching Force, aligning with the White Bear Lake Area Schools Guaranteed and Viable Expectations. The district fosters a supportive environment by utilizing the "Grow Your Own" Grant and targeted recruitment from HBCUs, and supporting new BIPOC staff with regular check-ins and an Affinity Group, removing systemic barriers and fostering a positive Student Experience.

Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: Willow Lane Elementary

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024- 25 SY)	On Track?
The percentage of Willow Lane grade 3 students who are proficient on the MCA-III Reading Assessment will increase from 43.5 % in 2022 to 68.1% in 2026.	Check one of the following: ☒ Achievement Goal ____ Integration Goal ____ Teacher Equity	The percentage of Willow Lane grade 3 students who are proficient on the MCA-III Reading Assessment was at 43.5 % in 2022.	The percentage of Willow Lane grade 3 students who are proficient on the MCA III- Reading assessment was 33.%	Check one of the following: ____ On Track ☒ Not on Track ____ Goal Met

Goal Update:

- Willow Lane is in a period of adjustment as a new principal was selected in the summer of 2025. There is a renewed focus on strengthening with fidelity the Tier I implementation process including a commitment to focus on data based decision making to better measure student achievement and their experiences.
- At the conclusion of the 2024/2025 school year it was determined that Willow Lane would be partnering with Northstar Accountability for Improvement and the Regional Center of Excellence in an effort to implement strategies to increase student achievement and belonging.
- A commitment to implement the new literacy curriculum (CKLA) with fidelity.
- Willow Lane's current 3rd grade are on track for meeting the spring literacy benchmarks for 2026.
- 95% of Willow Lane educators have completed LETRS Training in the Science of Reading with the exception of any new to district staff. In addition, K-2 Intervention supports more growth during foundational literacy skill building (LETRS, research based interventions attached to skills.)

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024- 25 SY)	On Track?
Willow Lane students' confidence and leadership skills will increase by 30% as reported by students on pre and post test survey data as a result of their integrated learning experiences during the 2024-25 school year.	Check one of the following: ___ Achievement Goal <u>X</u> Integration Goal ___ Teacher Equity	Willow Lane students' in grade 5 confidence and leadership skills was at 18% in 2022.	Willow Lane 5th grade students' confidence and leadership skills improved to 100% during the 2024-2025 school year.	Check one of the following: _X_ On Track ___ Not on Track ___ Goal Met

Goal Update:

- Willow Lane Elementary has several leadership opportunities for students to demonstrate leadership skills, one such opportunity in the 5th grade is the H2O for Life Project which Willow Lane and Matoska students collaborated together to make a difference in the global water crisis by spreading awareness and raising money to support water, sanitation and hygiene projects for global partner schools. 100% of students participating in this leadership opportunity gained a greater sense of self worth and confidence to serve as leader.
- Willow also administered the DESSA Screener (Devereux Student Strengths Assessment) to students which is a strength-based, standardized social and emotional competence (SEC) assessment tool used to measure and build students' social-emotional skills, like self-management, self-awareness, and relationship skills. This data helps educators identify student strengths, monitor progress, and inform interventions to support their mental well-being and resilience. At the conclusion of the 2024/2025 school year, 18% of students at Willow Lane were identified as needing additional SEL instructional support, which is up slightly for the 15% identified in the Fall of the 2024/2025 school year.

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024- 25 SY)	On Track?
White Bear Lake Area Schools Willow Lane Elementary School will increase the percentage of BIPOC teachers from 4% in 2022 to 7% in 2026.	Check one of the following: ___ Achievement Goal ___ Integration Goal <u>X</u> Teacher Equity	White Bear Lake Area Schools Willow Lane Elementary School percentage of BIPOC teachers was at 4% in 2022.	White Bear Lake Area School - Willow Lane Elementary remained steady with the percentage of BIPOC teachers at 6.25% during the 2024-2025 academic year.	Check one of the following: _X_ On Track ___ Not on Track ___ Goal Met

Goal Update:

- Willow Lane continues to maintain 6.25% of their staff who identify as BIPOC and are on the teacher contract. When Freedom Schools, a research based and multicultural program model that supports scholars (students) and their families through the following 5 essential components: High-quality academic and character building enrichment; Parent and family involvement; Civic engagement and social action; Intergenerational servant leadership development; and Nutrition, health living, and mental health; is added into the calculation, that percentage increased to 14%
- As we examine ways to increase the number of BIPOC staff members, continued collaboration with district human resources and with building leadership to examine how BIPOC teachers are recruited, hired and retained within the district is critical.
- The district has utilized the Grow Your Own Grant from MDE, an avenue designed to increase educator preparation programming in hopes to increase BIPOC teaching numbers.

Narrative:

White Bear Lake Area Schools Willow Lane Elementary's 2024-25 data shows mixed results, driving strategic interventions aligned with the White Bear Lake Area Schools Guaranteed and Viable Expectations for the upcoming 2025/2026 school year.

The Student Achievement goal is Not on Track

As 3rd-grade reading proficiency dropped to 33% and acknowledging the district mandate to "prioritize closing the gaps that exist," the district responded by appointing a new principal with strong experiences focused on data-based implementation, increasing fidelity of instruction, and developing strong and supportive teams. Key improvement actions include achieving 95% educator completion of LETRS training (Structured Literacy) and ensuring fidelity to the CKLA literacy curriculum to stabilize and reverse the academic decline.

The Student Experience (Integration Goal) is On Track

Supporting the district goal to "Improve conditions for learning." Integrated learning experiences, such as the H2O for Life Project, and other leadership opportunities have successfully improved 4 and 5th-grade students' confidence and leadership skills to 100%, demonstrating the value of supportive, integrated environments.

The Educational Equity (Teacher Equity Goal) is also On Track

The school maintained 6.25% BIPOC teaching staff toward its 7% target. This addresses the district priority to "Recruit and Retain a Diverse, Culturally Responsive Teaching Force" and "Value people." The district is using the Grow Your Own Grant and leveraging partnerships like Freedom Schools (boosting the overall BIPOC educator presence to 14%) to eliminate the racial predictability of student success.