



2023–24 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

A&I Contact: Brenton Shavers

Title: Director of Educational Equity and Achievement

Phone: Type response here

Email: brenton.shavers@isd624.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2023–24 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 2023–24 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 2023-2024 SY.

Provide the date of the school board annual public meeting to review progress on the Achievement and

Integration plan for the 2023-24 SY: November 12, 2024

2023–24 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 2023–24 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 2023–24 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 2023–24 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 Equity Goal?	Baseline	Actual Result (2023–24 SY)	On Track?

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.	The graduation rate for White Bear Lake Area High School American Indian Students was 80% for the 2023-2024 academic year.	Check one of the following: ☒ On Track ___ Not on Track ___ Goal Met
--	---	--	--	---

How do you know if you are on/of track or met your goal? Please provide additional details including the information requested below.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your

goal? Goal Update:

- There has been an increase in the amount of information being sent out to families regarding concurrent enrollment options.
- The number of family engagement activities taking place in individual buildings throughout the district has increased utilizing ISI's (Intentional Social Interactions) All buildings create a Family Engagement Plan in collaboration with families to ensure areas of focus are truly the area our parents documented.
- The number of American Indian students participating in cultural enrichment activities has increased due to collaboration between AIPAC and Teaching Learning to align curriculum with appropriate and actual cultural practices and beliefs in addition to having Migizi work with students around language and culture.
- WBLAS has implemented the BARR (Building Assets Reducting Risks) in multiple elementary schools, both middle schools and our high school. BARR is an evidence-based intervention that results in increased student engagement, academic achievement and graduations rates for students with especially promising results for our BIPOC students.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023- 24 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.	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 increased to 19.44% for the 2023-2024 academic year.	Check one of the following: <u>X</u> On Track ___ Not on Track ___ Goal Met
--	---	---	--	--

How do you know if you are on/of track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Goal Update:

- **There has been an 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 (2023- 24 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 ☒ Teacher Equity	White Bear Lake Area School percentage of BIPOC teachers was 4% in 2022.	White Bear Lake Area Schools percentage of BIPOC teachers increased to 6.5% for the 2023-2024 academic year.	Check one of the following: ☒ On Track ☐ Not on Track Track ☐ Goal Met
<i>How do you know if you are on/of track or met your goal? Please provide additional details including the information requested below.</i> • What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? • What strategies are in place to support this goal area? • How well are you implementing your strategies? • How do you know whether it is or is not helping you make progress toward your goal? Goal Update: • Equity Department Staff conduct regular check-ins with new BIPOC Teachers in our district and work on providing support and resources needed to create a welcoming environment. • Building level support from building administrators by actively engaging staff in meetings and building level activities. • The Equity Department applied for a grant at the conclusion of the 2023/2024 school year to provide funding for various BIPOC activities and support.				

****Please note:** If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2023–24 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

The implementation of A&I strategies continues to have a positive impact on student achievement and integration in WBLAS by increasing the graduation rate for our American Indian students, increasing the number of Black and Hispanic students who earn 12+ college level credits, and increasing access to culturally responsive

teachers. The graduation rates for all students in WBLAS and its partner districts have increased since the implementation of A&I Strategies. Achievement gaps between different student groups continue to decrease since the implementation of A&I strategies. The A&I plan strategies have increased integration within WBLAS and its partner districts in a number of ways as well. WBLAS and its partner districts have partnered to offer shared programming and resources, such as professional development, curriculum development, and student support services. WBLAS and its partner districts have increased collaboration and communication between staff and administrators. This has helped to build relationships and trust between the districts. Additionally WBLAS and its partner districts have increased student interaction through a variety of activities, such as, field trips, and other culturally specific programming. This has helped to break down stereotypes and build understanding between students from different backgrounds.

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 (2023- 24 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: <u> X </u> 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 33.3% (2024)	Check one of the following: ____ On Track <u> X </u> Not on Track ____ Goal Met

How do you know if you are on/of track or met your goal? Please provide additional details including the information requested below.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Goal Update:

- The implementation of the new literacy curriculum (CKLA) at the elementary level during the 2023/2024 academic year has started to show success, especially at the Kindergarten level. • District 3rd Grade MCA data shows that 44.8% of all students are proficient.
- Willow Lane has demonstrated significant growth in the Kindergarten level in literacy as evidenced by our Fastbridge data. Not only have all students experienced significant growth, they have also closed the achievement gap that has persisted across our district in this promising Kindergarten data. This trend is being experienced district wide; however, Willow Lane has accelerated these results and serve as an example for our entire district.
- 90% of all WBLAS schools educators have completed LETRS training in the Science of Reading. All Willow Lane educators have completed this training with the exception of any new to district staff.

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023- 24 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	Check one of the following: ___ Achievement Goal <u>X</u> Integration Goal ___ Teacher Equity	Willow Lane students' confidence and leadership skills was at ___% in 2022.	Willow Lane students' confidence and leadership skills were not recorded accurately during the 2023-2024 school year due to difficulty partnering with other schools outside of our	Check one of the following: ___ On Track <u>X</u> Not on Track ___ Goal Met

experiences during the 2023-24 school year.			district.	
<i>How do you know if you are on/of track or met your goal? Please provide additional details including the information requested below.</i> • What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? • What strategies are in place to support this goal area? • How well are you implementing your strategies? • How do you know whether it is or is not helping you make progress toward your goal? Goal Update: • In conversation with MDE, there was a misunderstanding regarding who Willow Lane Elementary can partner with to achieve this goal. • Willow Lane's Student Experience Goal will be included and data received from their Student Experience Goal will be utilized to reflect their use of Social Emotional Data. • Partnership with Otter Elementary will resume this year centered on Caring and Committed Conversations.				

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023- 24 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 increased the percentage of BIPOC teachers to 6.25% during the 2023-2024 academic year.	Check one of the following: <u>X</u> On Track ___ Not on Track ___ Goal Met

How do you know if you are on/of track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Goal Update:

- **Partnership with building and district leaders was established to examine how BIPOC teachers are recruited and hired within the district and supports put in place to ensure that they are retained.**
- **The district has received a Grow Your Own Grant from MDE which creates a partnership between districts, educator preparation programs, and community organizations to increase BIPOC teaching numbers.**

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2023–24 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

The implementation of integration strategies has continued to have a positive impact on students at Willow Lane Elementary and its partner schools. Willow Lane Elementary 3rd Grade MCA data showed a slight decrease however, the district has implemented a new ELA curriculum at the elementary level which is beginning to show results at the Kindergarten level at Willow and District wide at the Kindergarten level. As students continue to engage in the learning within this curriculum, student achievement is expected to increase. Willow Lane Elementary struggled this past year to engage in leadership learning due to schedules and how the goal was written to partner with a school outside of our district. Now that clarification has been received the goal will be revised and continued partnerships within our district will be documented and data collected as they continue to find avenues to increase student interaction and provide a pathway to break down stereotypes and build understanding between students from different backgrounds. The A&I Plan Strategies has increased integration by providing a platform to establish a building level equity committee, provide professional development on culturally responsive pedagogy for all staff, and avenues to assist staff in understanding the importance of recognizing and valuing different cultures. This has also provided staff the insight on how to better plan for

lessons and develop strategies for teaching in a way that is inclusive and affirming for all students and our BIPOC teaching staff to see themselves as a valuable resource in our community.