



**Achievement and Integration Plan
July 1, 2014 – June 30, 2017**

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: **0624-01 White Bear Lake Area Schools**

District Status: (A) Adjoining District
District Status: (RIS) Racially Isolated School (only)

Name of Collaborative: East Metro Integration District (EMID)

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Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. Willow Lane Elementary School

Board Approval Date: March 3, 2014

Integration Collaborative Member Districts

1. V Forest Lake Area Schools ISD #831
2. V Inver Grove Heights Community Schools ISD #199

3. RI Roseville Area Schools ISD #623
4. A South St. Paul Public Schools SSD #6
5. A South Washington County Schools ISD #833
6. V Spring Lake Park Public Schools ISD #16
7. A Stillwater Public Schools ISD #834
8. A / RIS West St. Paul – Mendota Heights – Eagan Area ISD #197
9. A / RIS White Bear Lake Public Schools ISD #624

Achievement Goal Statement

White Bear Lake Area Schools (WBLAS) will eliminate the racial predictability and disproportionality of which students occupy the highest and lowest achievement categories while continuing to raise achievement for all students. To that end, WBLAS has identified the following achievement goal:

The proficiency GAP between the Black and Hispanic students enrolled the full academic year for all grades tested within White Bear Lake Area Schools on all state Math and Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table C, and table D), by **INCREASING** the proficiency of Black and Hispanic student groups as follows within our District (see table A and table B):

A. Math *Proficiency INCREASE:*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
White Bear Lake Area Schools #624	A / RIS					
<i>All students</i>		63.40%	64.40%	66.40%	68.40%	5%
Hispanic		39.40%	44.40%	49.40%	54.40%	15%
Black		38.10%	43.10%	48.10%	53.10%	15%
<i>White</i>		66.30%	67.30%	68.30%	69.30%	3%

B. Reading *Proficiency INCREASE:*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
White Bear Lake Area Schools #624	A / RIS					
<i>All students</i>		64.10%	65.10%	67.10%	69.10%	5%
Hispanic		50.30%	55.30%	60.30%	65.30%	15%
Black		39.80%	44.80%	49.80%	54.80%	15%

<i>White</i>		68.10%	69.10%	70.10%	71.10%	3%
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C. Math *GAP DECREASE*:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
White Bear Lake 624	A / RIS					
<i>Hispanic</i>		26.9%	22.90%	18.90%	14.90%	12%
<i>Black</i>		28.2%	24.20%	20.20%	16.20%	12%

D. Reading *GAP DECREASE*:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
White Bear Lake 624	A / RIS					
<i>Hispanic</i>		17.8%	13.80%	9.80%	5.80%	12%
<i>Black</i>		28.3%	24.30%	20.30%	16.30%	12%

Achievement Strategies and Activities

As a result of research and study, WBLAS has identified the following strategies and activities in our effort to close the achievement gap and meet our mission of educating all students for success in our diverse and changing world.

Achievement Activity 1

College Career Readiness for underserved students: Increase participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers.

Narrative Description of Strategies/Activities:

White Bear Lake has established a Response to Intervention framework at our elementary sites over the past four years. We are now positioned to align our equity training with our RtI framework to better meet the needs of all of our students. With Achievement and Integration funding, we will better use real time data to adjust interventions and supports. An increase in support staff to embed inclusive practices and keep students in the core is part of our intentional design, particularly at our Racially Identifiable School and our School of Choice. In addition, all teachers will use common formative and summative assessment data to determine individual student achievement with regard to learning targets.

Name and Detailed Information for Research-Based Intervention

Tier 1 interventions:

The RTI Action network references several research studies and meta-analyses that identify how the quality of the curriculum and the explicitness of the instruction led to improved student learning and reduced future student failures. There is a well-confirmed research base that quality instruction leads to fewer students needing additional support. As an example, posting learning targets in the five critical areas of reading success (phonological awareness, phonics, fluency, vocabulary, comprehension) is a specific research-based, tier-one strategy that all teachers will embed into their teaching practice to improved student learning and decrease student failures. The goal for WBLAS schools is for no more than 20% of students to require additional support beyond good Tier I curriculum and instruction.

Tier 2 interventions

WBLAS will provide small-group interventions as supplemental instruction to support the Tier I core curriculum. Aligned with research, WBLAS seeks to provide additional supports by targeting the components of reading instruction in which the student needs additional support, in a consistent delivery pattern, to build specific skills.

Tier 3 interventions:

Tier 3 interventions in WBLAS are defined by the intensity of the intervention rather than how it is delivered. Aligned with research, examples include: highly targeted intervention activities that provide an appropriate level of challenge for each individual student, allowing many opportunities to respond, and structured for students to receive immediate corrective feedback.

Research Reference: (See Attachments.)

A detailed summary of our intervention is provided in the attached documents, as follows:

- 1) WBLASD Response to Intervention (RtI) Parent Guide;*
- 2) WBLASD RtI Flow Chart, and*
- 3) WBLASD Elementary RtI Flow Chart Companion Guide.*

Key Indicators of Progress (KIP)

- 1) SMART goal for this strategy/activity:*

The proficiency GAP between the Black and Hispanic students enrolled the full academic year for all grades tested within White Bear Lake Area Schools on all state Math and Reading accountability tests (MCA, MOD, MTAS) will DECREASE as follows within our District (see table C, and table D), by INCREASING the proficiency of Black and Hispanic student groups as follows within our District (see table A and table B):

2) *Measures to track implementation and progress:*

WBLAS will track student participation in research based interventions and monitor progress on formative assessments, as well as growth and proficiency on state reading and math assessments.

Achievement Activity 2

Training teachers and administrators: Professional development resources and training for improving achievement of all students.

Narrative Description of Strategies/Activities:

WBLAS will continue to implement professional development resources and training improving achievement of all students. WBLAS will be more intentional with our professional development to educate all staff in supporting academic achievement for all learners from all racial groups: Professional development opportunities will include focused professional development training such as AVID for 6-12 staff, Envoy training for two targeted elementary sites, Equity Leadership training for principals and supervisors as well as for the equity planning team, and equity training for all staff.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*

WBLAS will intentionally provide professional development to educate 90-100% of leadership team and staff in supporting academic achievement for all learners from all racial groups.

2) *Measures to track implementation and progress:*

Each year, WBLAS will monitor staff participation in professional development training to track our ongoing progress. WBLAS will track student data (for example participation in tiered interventions and supports at the elementary level, demographics for all high school courses in comparison to demographics of the schools' overall population) to determine evidence of equity training translating into practice of supporting academic achievement for all learners from all racial groups.

Achievement Activity 3

College Career Readiness for underserved students: Increasing participation in rigorous programs by underrepresented students and students enrolled in Alternative Learning Centers.

Narrative Description of Strategies/Activities:

White Bear Lake will continue to provide rigorous programming that promotes student

achievement at the highest levels. WBLAS will leverage AVID training (Advancement via Individual Determination), a proven college and career readiness program in order to increase the percentage of students in identified subgroups participating in advanced coursework.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*

WBLAS will use student data to increase participation, grade point average attainment, program completion, and college acceptance of racially identified students in AVID program. Aligned with our collaborative goal established with EMID, WBLAS will see an increase of 30% of students of color and students eligible for FRP accepted in accredited 2 and/or 4 year colleges or universities prior to leaving high school.

2) *Measures to track implementation and progress:* Participation in AVID program, grade point average attainment, program completion, college acceptance of racially identified students in AVID program.

White Bear Lake will increase the percentage of students of color in Advanced Courses to match the percent represented in the school’s student population over the next three years.

Name of District	Percent of Total Population at South Campus	Baseline Data 2013-2014	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Change in population as a percentage of the baseline
White Bear Lake Area Schools #624						
<i>White Students</i>	83%	87%	85%	84%	83%	-4%
Hispanic	5%	2%	3%	4%	5%	150%
Black	5%	3%	4%	4%	5%	66%
<i>Asian</i>	7%	8%	8%	8%	7%	-12.5%

Achievement Activity 4

Family Engagement program: Family engagement programs implemented within the district, designed to increase student achievement.

Narrative Description of Strategies/Activities:

WBLAS will establish learning environments in which parents and educators collaborate to transform every child’s educational environment, both at home and at school, so that all children can achieve their greatest academic potential. Strategies are structured around lowering the dropout rate, closing the achievement gap, and creating a “college going culture” for all students.

Integration Goal One

- **WBLAS Integration SMART goals aligned to the goals of our EMID collaborative:**

1. 90% of parents who participate in family engagement programs will improve their knowledge of College and Career Readiness as reported on a post survey.
2. WBLAS will have a professional development plan that engages teachers and administrators at the elementary and secondary level in equity and achievement focused professional learning.
3. WBLAS will close the gap of graduation between students of color and white students, and students eligible for FRP and those who are not, by 50% within three years.
4. An increase of 30% of students of color and students eligible for FRP will have been accepted in accredited 2 and/or 4 year colleges or universities prior to leaving high school.
5. The number of students and teachers from Willow Lane (our racially isolated school) and North and South campuses that participate in an integrated learning environment will increase by 30% over the number who participated in FY 14.

Integration Activity 1

College Career Readiness for underserved students: Increased participation in rigorous programs by underrepresented students and students enrolled in ALC's.

Narrative Description of Strategies/Activities:

WBLAS is developing a rigorous concurrent enrollment pathway option for at-risk youth. We are in the planning stages of engaging our Alternative Learning Center with potential community college partners and our RI districts to leverage concurrent enrollment options for developmental coursework that can accelerate students' ability to earn credits towards their high school diplomas and two-year degrees.

Integration Activity 2

Integrated Learning Environments: Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

WBLAS will continue to provide opportunities to students and staff to experience integrated learning opportunities. In activities such as high school after school programs, leadership programs, retreats, and trainings. White Bear Lake implements the “Be Your Dream – Journey” after school program which uses a hands on approach and experiential learning tool to inspire high school students to dream big, navigate college entrance and job search success. WBLAS will continue to work with EMID, as well as expand the successful programming provided within the district (Journeys), as well as seek new innovative opportunities for integrated learning.

The number of students and teachers that participate in an integrated learning environment will increase by 30% over the number who participated in 2013-14 school year.

Creating Efficiencies and Eliminating Duplicative Programs

White Bear Lake is working with the East Metro Integration District to provide the following programming in a more cost efficient manner: Family Involvement, Staff Development, AVID programming, Culturally Specific After School Programming, Culturally Specific Summer School Programming, Recruitment and Retention of a more Diverse Workforce, and School Readiness experiences.

Community Planning

Multi-District Collaboration Council:

White Bear Lake is working with the East Metro Integration District to develop this council. The membership and meeting dates are yet to be determined.

Community Collaboration Council for each Racially Identifiable School(s):

WBLAS has one racially identified school- Willow Lane Elementary. In developing our District Achievement and Integration Plan, 18 Staff, Teachers and Administrators from White Bear Lake Area Schools collaborated to develop the Equity and Integration Plan for 2014-2017. After the plan was developed the district leadership presented the Achievement and Integration Plan to the WBLAS Board of Education on March 3, 2014. In April, 2014 district leadership engaged the school communities in the equity plan as part of the World’s Best Workforce Planning Session. School and community members were present.

Racially Identifiable School(s):

White Bear Lake has one Racially Identifiable School, Willow Lane Elementary. The following section reflects an intentional allocation of resources to increase supports at Willow Lane Elementary, our Racially Identifiable School. We are also targeting a portion of our staff development funding towards improving teacher effectiveness at Willow Lane.

The proficiency GAP between the Black and Hispanic students enrolled the full academic year for all grades tested at Willow Lane Elementary on all state Math and Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows at Willow Lane Elementary (see table C, and table D), by **INCREASING** the proficiency of Black and Hispanic student groups as follows at Willow Lane Elementary. (See table A and table B):

A. Math Proficiency INCREASE:

Name of Racially Identifiable School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Willow Lane Elementary						
<i>All students</i>		60.6%	61.6%	63.6%	65.6%	5%
Hispanic		43.8%	48.8%	53.8%	58.8%	15%
Black		41.7%	46.7%	51.7%	56.7%	15%
<i>White</i>		69.2%	70.2%	71.2%	72.2%	3%

B. Reading Proficiency INCREASE:

Name of Racially Identifiable School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Willow Lane						
<i>All students</i>		49.2%	50.2%	52.2%	54.2%	5%
Hispanic		8%	13%	18%	23%	15%
Black		24%	29%	34%	39%	15%
<i>White</i>		51%	52%	53%	54%	3%

C. Math GAP DECREASE:

Name of Racially Identifiable School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Willow Lane						
Hispanic		25.4%	21.4%	17.4%	13.4%	12%
Black		27.5%	23.5%	19.5%	15.5%	12%

D. Reading GAP DECREASE:

Name of Racially Identifiable School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Willow Lane						
Hispanic		43%	39%	35%	31%	12%
Black		27%	23%	19%	15%	12%

Achievement Goal: Strategies and Activities

RIS: Achievement Activity 1

Research based interventions that include formative assessment practices to reduce achievement disparities.

Narrative Description of Strategies/Activities:

White Bear Lake has established a Response to Intervention framework at our elementary sites over the past four years. We are now positioned to align our equity training with our RtI framework to better meet the needs of all of our students. With Achievement and Integration funding, we will better use real time data to adjust interventions and supports. An increase in support staff to embed inclusive practices and keep students in the core is part of our intentional design, particularly at our Racially Identifiable School and our School of Choice. In addition, all teachers will use common formative and summative assessment data to determine individual student achievement with regard to learning targets.

Name and Detailed Information for Research-Based Intervention

Tier 1 interventions:

The RTI Action network references several research studies and meta-analyses that identify how the quality of the curriculum and the explicitness of the instruction led to improved student learning and reduced future student failures. There is a well-confirmed research base that quality instruction leads to fewer students needing additional support. As an example, posting learning targets in the five critical areas of reading success (phonological awareness, phonics, fluency, vocabulary, comprehension) is a specific research-based, tier-one strategy that all teachers will embed into their teaching practice to improved student learning and decrease student failures. The goal for WBLAS schools is for no more than 20% of students to require additional support beyond good Tier I curriculum and instruction.

Tier 2 interventions

WBLAS will provide small-group interventions as supplemental instruction to support the Tier I core curriculum. Aligned with research, WBLAS seeks to provide additional supports by targeting the components of reading instruction in which the student needs additional support, in a consistent delivery pattern, to build specific skills.

Tier 3 interventions:

Tier 3 interventions in WBLAS are defined by the intensity of the intervention rather than how it is delivered. Aligned with research, examples include: highly targeted intervention activities that provide an appropriate level of challenge for each individual student, allowing many opportunities to respond, and structured for students to receive immediate corrective feedback.

Research Reference: (See Attachments.)

A detailed summary of our intervention is provided in the attached documents, as follows:

- 1) WBLASD Response to Intervention (RtI) Parent Guide;*
- 2) WBLASD RtI Flow Chart, and*
- 3) WBLASD Elementary RtI Flow Chart Companion Guide.*

Key Indicators of Progress (KIP)

- 1) *SMART goal for this strategy/activity:*

The proficiency GAP between the Black and Hispanic students enrolled the full academic year for all grades tested at Willow Lane Elementary on all state Math and Reading accountability tests (MCA, MOD, MTAS) will DECREASE (see table C, and table D), by INCREASING the proficiency of Black and Hispanic student groups (see table A and table B):

- 2) *Measures to track implementation and progress:*

WBLAS will track student participation in research based interventions and monitor progress on formative assessments, as well as growth and proficiency on state reading and math assessments.

RIS: Achievement Activity 2

Training teachers and administrators: Professional development resources and training for improving achievement of all students.

Narrative Description of Strategies/Activities:

WBLAS will continue to implement professional development resources and training improving achievement of all students. WBLAS will be more intentional with our professional development to educate all staff in supporting academic achievement for all learners from all racial groups: Professional development opportunities will include focused professional development training Courageous Conversations and Envoy training to accelerating improvements in school culture and climate.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*

WBLAS will intentionally provide professional development to educate 90-100% of Willow Elementary leadership and staff in supporting academic achievement for all learners from all racial groups. WBLAS will provide additional supports to Willow Lane staff to embed training into classroom instruction.

2) *Measures to track implementation and progress:*

Each year, WBLAS will monitor staff participation in professional development training to track our ongoing progress. WBLAS will track student data (for example participation in tiered interventions and supports at the elementary level, demographics for all high school courses in comparison to demographics of the schools' overall population) to determine evidence of equity training translating into practice of supporting academic achievement for all learners from all racial groups.

RIS: Achievement Activity 3

Research based interventions that include formative assessment practices to reduce achievement disparities

Implementation of College and Career Readiness Programming:

White Bear Lake will continue to provide rigorous programming that promotes student achievement at the highest levels. For Willow Elementary, we will enhance programming to embed the four C's of college and career readiness (critical thinking, collaboration, communication, and creativity) and empower students to engage in an authentic learning experience with the end goal of instilling a college going culture at Willow Lane Elementary.

Narrative Description of Strategies/ Activities:

Building on the existing RtI framework, Willow Lane Elementary will implement a comprehensive PBIS framework, systemically providing tiered behavior supports to complement the existing RtI structures for academic supports. The academic and behavior supports will combine to create a college-going culture at Willow Lane Elementary.

Along with academic and behavior supports, Willow Lane Elementary will provide rigorous instruction to all students by enhancing programming to incorporate the four C's of College and Career readiness. This work will solidify a comprehensive program of positioning all students for post-secondary success. Fifth grade students will be taking over Donatella's Restaurant in White Bear Lake by working as the cooks, servers and hosts. A lot of hard work has gone into preparing for this day. Students will apply for their positions by writing resumes and cover letters. Formal interviews will be conducted with the owners of Donatelli's. Students will be working in the positions they were hired for in four experiences throughout the school year. Students will decide how to allocate gratuities earned towards a non-profit organization.

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity:

Each year, WBLAS will provide professional development training for 90-100% of Willow Lane Elementary staff to support leading and teaching with an equity lens. WBLAS will use student data to accelerate student learning.

2) Measures to track implementation and progress:

Research reference: See previous RtI references, pg. 10-11

RIS: Achievement Activity 4

Family Engagement program: Family engagement program designed to increase student achievement.

Narrative Description of Strategies/Activities:

WBLAS will establish learning environments in which parents and educators collaborate to transform every child's educational WBLAS will continue to provide opportunities to students and staff to experience integrated learning opportunities. WBLAS will provide supports to establish a "college-going" environment, both at home and at school, so that all children can achieve their greatest academic potential. Strategies are structured around creating a "college going culture" for all students.

RIS: Integration Activity 5

Integrated Learning Environments: Increase cultural fluency, competency, and interaction.

Narrative Description of Strategies/Activities:

The number of students and teachers that participate in an integrated learning environment will increase by 30% over the number who participated in 2013-14 school year. Students will have increased opportunities to interact with students from Lake Aires Elementary (K-5) and Matoska International IB World School (K-5).