



Achievement and Integration Plan

July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: #831 – Forest Lake Area Schools

District's Integration Status: Voluntary District (V)

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Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here: Equity Alliance Minnesota/East Metro Integration District (EMID).

- | | |
|-------------------------------------------------------------------------------------|------------------------------------------------------|
| 1. #199 Inver Grove Heights
Community Schools V - Voluntary | 3. #6 South St. Paul Public Schools
A - Adjoining |
| 2. #623 Roseville Area Schools RI -
Racially Isolated | 4. #834 Stillwater Public Schools V -
Voluntary |
| 5. #624 White Bear Lake Public Schools A – Adjoining/RIS – Racially Isolated School | |
| 6. RIS (?) #1001 Perpich Center / Crosswinds School | |

Partner districts who are committing to collaborating on student programming

- RI #16 Spring Lake Park Public Schools
- RI #625 St. Paul Public Schools
- A #833 South Washington County Schools

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Linda Madsen
Signature: _____

Date Signed: Enter date.

School Board Chair: Rob Raphael
Signature: _____

Date Signed: Enter date.

COVERSHEET

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 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 integration.

The rule also requires districts with a racially identifiable school (RIS) 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 RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council:

The Superintendents, Integration leaders, and Curriculum Directors of all Equity Alliance MN districts meet monthly to discuss their equity and integration work and create future work. Districts plans are discussed and reviewed as part of these collaborative meetings. The Forest Lake American Indian Education Parent Committee meets on a monthly basis to discuss the educational needs of Native students. This plan was presented to them at their March 2017 meeting.

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.
[/http://www.forestlake.k12.mn.us/domain/143](http://www.forestlake.k12.mn.us/domain/143)

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: The achievement gaps (calculated across all grade levels) between White students and Students of Color and between students not eligible for Free and Reduced Price Lunch (FRPL) and those who are eligible will decrease by 4 percentage points per year. In 2015-16, these gaps stood at 18.0% and 22.4% between White students and Students of Color in Reading and Math, respectively, and at 20.6% and 23.0% between non-FRPL eligible and FRPL eligible students in Reading and Math, respectively.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Objective 1.1: To build relationships that will facilitate families' ability to increase their students' school engagement and academic achievement.

Objective 1.2: To provide students with increased access to culturally responsive curriculum and instruction.

Objective 1.3: To provide students with increased access to effective and more diverse teachers.

Objective 1.4: To offer programming that provides and promotes integrated opportunities for students, families and staff that support academic achievement and expand cultural understanding.

Objective 1.5: To utilize a framework, which documents disaggregated student academic proficiency and participation data and creates opportunities for student, staff, parent/guardian and community member voice as part of the district's annual Equity Portrait.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention #1 Family Engagement

This intervention supports the following goal objective: 1:1

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention. We will increase engagement and access for traditionally underserved families by continuing to contract with an African American consultant/liaison to plan and coordinate the African American Affinity Group which meets on a monthly basis; continuing to contract with a Hmong consultant/liaison to facilitate communication between district staff and Hmong families and students; entering into a contract with a Latino liaison to reach out to Spanish speaking families and create a framework to provide families with the information, access and services they need in order to support their students' academic achievement; provide ongoing support for district consultants/liaisons through the Cultural Liaison's Network and English Learners Network offered through Equity Alliance Minnesota.

Grade levels to be served: Pre-K -12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre- and post-participant self-assessments.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. U.S. Department of Education: A Dual Capacity-building Framework for Family-School Partnerships. <https://www2.ed.gov/documents/family-community/partners-education.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Baseline	Target 2018	Target 2019	Target 2020
Number of families consistently participating in the African American Affinity Group	5	10	15	25
Number of families engaged in ongoing communication with their student's school facilitated by the Latino liaison.	NA	15	20	30
Number of staff consistently connecting with Hmong families with the assistance of the Hmong liaison.	4	10	20	25

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

Intervention #2 Culturally Responsive Curriculum and Instruction

This intervention supports the following goal objective: 1.2

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

Narrative description of the critical features of the intervention.

Continue to contract with professional development consultant to provide training for district administrators (approximately 25 directors, principals, assistant principals and coordinators), staff Equity Leaders (approximately 35 staff members from each building in the district) and new educators (approximately 60 staff members) focused on educational equity leadership and culturally responsive teaching strategies. Expand equity PD to other employee groups and increase the amount of time devoted to equity PD districtwide. Provide classroom teachers with opportunities to increase their cultural competency skills through participation in: Math Teachers & Equity Summit, Social Studies Teachers & Equity Summit, and Science Teachers & Equity Summit, Mni Sota Makoce: The Dakota Homeland Curriculum and ongoing Spotlight series of presentations on culturally responsive teaching strategies offered through Equity Alliance MN. Utilize MDE framework to conduct Building Equity Walkthroughs to assess and increase inclusion.

Grade levels to be served: Pre-K - 12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre- and post-workshop evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Culturally Responsive Teaching** As cited by Griner & Stewart (2012) “schools and teachers who have adopted a culturally responsive pedagogy have the ability to act as change agents in their schools to help bridge the divide and encourage more equitable schooling experiences for racially, culturally, ethnically, and linguistically diverse students” (p.586). Jackson, Y. (2011). *The Pedagogy of Confidence: Inspiring High Intellectual Performance in Suburban Schools*. New York: Teachers College Press. Boykin, A.W. & Noguera, P. (2011). *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap*. Virginia: ASCD. Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teachers College Press.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Baseline	Target 2018	Target 2019	Target 2020
Expand the number of employee groups in the district who receive equity PD on an annual basis.	3	5	10	15
Increase the amount of district time devoted to equity PD on an annual basis in the district.	1	2 hrs.	4 hrs.	8 hrs.
Increase percentage of staff who indicate on pre- and post-workshop evaluations that they feel they have increased their ability to meet the needs of all/traditionally underserved students.	51%	70%	80%	90%
Number of Building Walkthroughs conducted.	6	12	24	36

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

Intervention #3 Diverse Staffing

This intervention supports the following goal objective: 1.3

Type of Intervention: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of the critical features of the intervention.

Support the retention of teachers and administrators of color in the district to provide students and staff with access to professionals of color in order to increase the diversity of voices and perspectives represented in the district and to support the academic achievement of Students of Color. Ensure that new staff of color have access to in-district support and mentorship. Provide cross-district support for staff of color through the Educators of Color Network offered by Equity Alliance Minnesota. Increase intentional recruitment efforts to attract a more diverse applicant pool for licensed and classified staff.

Grade levels to be served: Pre-K - 12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): NA

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Retention of Teachers of Color** Egalite, Kasita, & Winters (2015) found positive effects when black and white students are assigned to teachers of their own race/ethnicity in

reading and when black, white, and Asian/Pacific Islander students were assigned to teachers in their own race/ethnicity in math. For lower performing black/white students, they appear to most positively benefited from having a race-congruent teacher. NEA - Time for a Change: Diversity in Teaching Revisited:
[http://www.nea.org/assets/docs/Time_for_a_Change_Diversity_in_Teaching_Revisited_\(web\).pdf](http://www.nea.org/assets/docs/Time_for_a_Change_Diversity_in_Teaching_Revisited_(web).pdf)

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Baseline	Target 2018	Target 2019	Target 2020
Increase percentage of licensed staff of color.	2.7%	3%	4%	5%
Increase percentage of classified staff of color.	1.6%	2%	3%	4%

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

Intervention #4 Student Programming

This intervention supports the following goal objective: 1.4

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.

Narrative description of the critical features of the intervention. Continue participating in cross-district Classroom Partnerships with Spring Lake Park (racially isolated district) to provide elementary classrooms with integrated opportunities that support academic achievement and expand cultural understanding for students and staff. Continue to provide support for after school programming, including: Synergy, Lovin' the Skin I'm In, Hmong Club, Student Equity Leaders, Gay Straight Alliance and Youth Executive Board. This cross-district programming promotes student equity leadership, increases cross-cultural skills and supports academic achievement. Create Students of Color advisory group to increase voice in district decisions and school climate issues.

Grade levels to be served: K-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Pre- and post-assessment done for all Classroom Partnerships

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Student Programming:** Stearns & Glennie (2010) “For academic and sports activities, opportunities to participate have a positive and significant influence on academic achievement” (p. 308) Chang, Denson, & Saenz (2006) state “The general pattern of findings suggests that higher individual levels of cross-racial interaction have positive effects on students' openness to diversity, cognitive development, and self-confidence” (p. 330)

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase number of Classroom Partnerships	5	10	12
Increase number of students participating in the Youth Executive Board	3	5	7
Increase the number of opportunities students in these leadership groups have to provide professional development for district staff	5	8	10

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

Intervention #5 Equity Portrait

This intervention supports the following goal objective: 1.5

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention. Continue tracking and reporting data, disaggregated by race/ethnicity and FRPL, on student academic proficiency and participation in rigorous coursework, including Advanced Placement (AP), Post Secondary Education Options (PSEO) and College in the Schools (CIS) and participation in other co-curricular activities on an annual basis as part of the district's Equity Portrait in order to identify and address disparities in access and participation. Provide opportunities for increased voice for traditionally underserved groups through student and parent/guardian surveys. Assess perceived progress on increasing access and opportunity through student, family, staff and community member surveys.

Grade levels to be served: K-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Equity Portrait data is collected on an annual basis and is compared to baseline data gathered in 2012-13

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Parent & Community Voice:** Research indicates that when a collective group of school, family, and community stakeholders work together, achievement gaps decrease (Epstein & Van Voorhis, 2010; Henderson & Mapp, 2002; Holcomb-McCoy, 2010). **Equity Audits:** *Using Equity Audits to Create Equitable and Excellent Schools*, 1st Edition by Linda E. Skrla (Editor), Kathryn B. (Bell) McKenzie (Editor), James Joseph Scheurich (Editor), May 2009

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator		GAP SIZE		
COMPARISON	SUBJECT	Target 2017-18	Target 2018-19	Target 2019-20
Students of Color/Non-SOC	Reading	10%	6%	2%
	Math	14.4%	10.4%	6.4%
FRPL/Non-FRPL	Reading	12.6%	8.6%	4.6%
	Math	15.0%	11.0%	7.0%

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)).

Through the Equity Alliance MN collaborative, we save districts \$100,000/year by providing internal trainers for AVID PATH training and avoiding travel costs. We offer AVID district coordination services so the smallest districts do not need to fund their own coordinator. We coordinate the after-school programming in the districts ensuring trained, qualified staff who are culturally competent with a relevant curriculum. We coordinate professional development and equity projects with national partners that individual districts may not be able to fund on their own and avoiding the coordination time spent within each district. We leverage the size of the collaborative to negotiate quantity discounts on organizational memberships and program purchases.