



Achievement and Integration Revenue FY 2015 Budget Worksheet

Use this worksheet to provide budget data needed to calculate FY15 integration revenue. Address general questions on budget submission to the Office of Equity and Innovation, 651-582-8462. Return this completed worksheet by March 15, 2015 to mde.integration@state.mn.us. **Electronic submission is required.** Delete additional pages or those that do not pertain to your budget.

District Name: Forest Lake Area Schools
 District ISD Number: 831
 Superintendent: Linda Madsen
 Collaborative: East Metro Integration District

Document Prepared By: Jennifer Tolzmann, Director of Teaching & Learning
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If you have been notified by MDE that your district has one or more Racially Identifiable schools in your district, please list those schools here:

Initial Integration Revenue expenditures	\$ 517,220.00
Total incentive revenue expenditures (all FIN 318 expenditures)	\$ 69,133.35
TOTAL REVENUE	\$ 586,353.35

NOTES: Direct Student Services - 80% (\$306,674); Professional Development - 15% (\$57,502), Administration - 5% (\$19,167). Incentive Revenue (UFARS Code 318) - \$69,133 (expenditures highlighted in yellow). District Contribution to EMID Collaborative (\$203,010) - Budget Line Item Detail included under "EMID Contribution" page.

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2015 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair _____ Date _____

Superintendent _____ Date _____

MDE Approval: _____ Amount: _____ Date: _____

Education

FY 2015 Integration Revenue Budget Worksheet

District Number: **831**

District Name: **Forest Lake Area Schools**

80% Direct Services to Students

At least 80% of a district's proposed expenditures must be used for approved programs providing direct services to students. See current budget guide for examples.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	Insert Plan Goal & Activity numbers below
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	
Classroom Partnerships (10 Partnerships Grades K - 4)	5	740	315	318	\$38,050.00		Supports 10 classroom partnerships; 2 at each grade level K-4. Classroom partnership programming supports and compliments standards-based academics.	Goal 5
Parents Involved in Quality Education (Pre-K through Grade 12)	5	740	315	305	\$8,400.00		PIQE PreK - 12 Program Fees. Support the district's first year of participation in the PIQE in order to lower the dropout rate, close the achievement gap and create a "college-going culture" for all students	Goal 1
Parents Involved in Quality Education (Pre-K through Grade 12)	5	740	315	185	\$2,600.00		Trainer stipends to support implementation of PIQE program.	
Instructional Supplies	5	740	315	430	\$3,625.00		Classroom Partnerships/PIQE	Goal 1
Consultants - Cultural Liaisons	5	740	315	305	\$10,000.00		Hmong and Latino Liaisons to support PIQE, Kindergarten Camp and other Family Engagement strategies.	Goal 1 & 5
Substitute Teachers	5	740	315	145	\$8,000.00		Substitutes to support staff involvement in Classroom Partnerships and PIQE	Goal 1 & 5
General Supplies	5	740	315	401	\$250.00		Supplies needed to support Classroom Partnerships, PIQE and After School Programs	Goal 1 & 5

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Insert Plan Goal & Activity numbers below
Salary Other	5	740	315	318	\$5,000.00		Staff time to coordinate and implement district involvement in Summer AVID bridge / STEAM Camp	Goal 1 & 5
Salary – Other	5	740	315	185	\$5,000.00		Staff time spent beyond the school day to plan and support partnership activities and after school programming, including 3 Open Minds Clubs (High School, 2 Junior High Programs), Hmong Club, Gay Straight Alliance.	Goal 3 & 5
Salary – Reading Recovery Teachers 2.5 FTE	5	740	315	143	\$133,836.00		2.5 FTE Reading Recovery Teachers to plan and deliver the district's Reading Recovery program for first graders having extreme difficulty with early reading and writing, in collaboration with teachers and staff in the Roseville Area School District. support	Goal 3
Salary – Assess/Eval Coordinator .1 FTE	5	740	315	144	\$11,168.00		Staff time to gather and analyze data to identify gaps related to early literacy in students in grades Kindergarten through 3rd grade and participate as part of the district's Equity Audit team to determine additional intervention and strategies to ensure that all students achieve at least grade level literacy by grade 3	Goal 1-6
Benefits – Assess/Eval Coordinator .1 FTE	5	740	315	200	\$5,584.00		Benefits include: FICA, PERA, Medical, Dental, Life, and TSA Match	Goal 1-6
Salary – Integration & Equity Coordinatore .5 FTE	5	740	315	144	\$40,000.00			Goal 1-6
Benefits – I & E Coord. .5 FTE	5	740	315	200	\$29,648.00		Benefits include: FICA, PERA, Medical, Dental, Life, and TSA Match	Goal 1-6
Salary – Logistical Coord – Student Programs .2 FTE	5	740	315	170	\$4,240.00		Staff to coordinate logistics for Classroom Partnerships and After School Programming	Goal 3 & 5
Benefits – Logistical Coord – Student Programs .2 FTE	5		315	200	\$1,273.00		Benefits include: FICA, PERA, Dental, Life, and TSA Match	
TOTAL					\$306,674.00	\$0.00		Goal 3 & 5
Notes or Comments: Direct Student Services - 80%, 318 Incentive Revenue - \$43,050								

FY 2015 Integration Revenue Budget Worksheet

District Number: **831** District Name: **Forest Lake Area Schools**

20% Professional Development

On this worksheet please list all proposed expenditures for professional development. No more than 20 percent of the budget may be spent on PD costs included in a district's MDE-approved plan. See FY15 Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Plan Goal & Activity
Salary – Assess/Eval Coordinator .1 FTE	5	740	315	144	\$9,829.00		analyze data from the district Intercultural Staff Development Plan and Equity Audit data to identify staff development needs in the areas of culturally responsive teaching to ensure that all students have access to culturally responsive learning environments.	Goal 2 & 6
Benefits – Assess/Eval Coordinator .2 FTE	5	740	315	200	\$2,393.00		Benefits include: FICA, PERA, Medical, Dental, Life, and TSA Match	Goal 2
Salary – Integration & Equity Coordinators .3 FTE	5	740	315	144	\$20,358.00		Plan and coordinate implementation of district's Equity and Intercultural Staff Development Plan.	Goal 1-6
Benefits – I & E Coord. .3 FTE	5	740	315	200	\$5,422.00		Benefits include: FICA, PERA, Medical, Dental, Life, and TSA Match	Goal 1-6
Substitute Teachers	5	740	315	145	\$2,000.00		Funds to allow teachers to participate in professional development opportunities focused on equity and achievement, including participation Equity Leader trainings and meetings.	Goal 2 & 6
AVID Training	5	740	315	366	\$2,500.00		Funds to allow teachers to participate in AVID training and meetings as part of the district's AVID planning year.	Goal 3
Professional Development Consultants	5	740	315	305	\$15,000.00		Contracts with consultants to continue implementation of the district's Equity and Intercultural Staff Development Plan to increase the cultural competency of district staff with the goal of creating equitable and integrated learning environments that support academic success for all learners.	Goal 1-6
TOTAL					\$57,502.00	0		

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Plan Goal & Activity

Notes or Comments: Professional Development - 15%

FY 2015 Integration Revenue Budget Worksheet

District Number: **831** District Name: **Forest Lake Area Schools**

10% Admin/Indirect Costs
 On this worksheet, please list all Administrative/Indirect proposed expenditures from your FY15 budget. No more than 10 percent of the total budget may be spent on Administrative/Indirect costs. See FY 15 Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Plan Goal & Activity
Salary – Clerical Support .6 FTE	5	740	315	170	\$16,000.00		Support district-wide coordination of all achievement and integration initiatives and activities, including, professional development opportunities, inter-district collaborations and participation in EMID shared services	Goal 1-6
Benefits – Clerical Support .6 FTE	5	740	315	200	\$3,167.00		Benefits include: FICA, PERA, Dental, Life, and TSA Match	Goal 1-6
TOTAL					\$19,167.00	0.00		

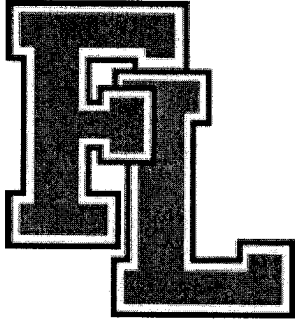
Notes or Comments: Administrative - 5%

Forest Lake Area Schools (ISD 831) FY15 Contribution to EMID
Line Item Detail

Plan Components	Program Expense Description	UFARS Ac	FL #831	10.3438%
Family Engagement	PIQE program fees	305		\$27,721.38
Training Teachers & Administrators	Professional Development Coordinator	143		\$7,654.41
Training Teachers & Administrators	PD Coord. Conferences / travel / mileage	366		\$258.60
Training Teachers & Administrators	AVID subs for PD for coordinators / teachers	145		\$724.07
Training Teachers & Administrators	AVID tutor training - general supplies	401		\$41.38
Training Teachers & Administrators	AVID Path training materials	460		\$2,585.95
Training Teachers & Administrators	AVID training - food	490		\$310.31
Training Teachers & Administrators	Summer teacher & leaders institutes, Dinner Research series consultants & other PD partnerships	305		\$12,102.25
Training Teachers & Administrators	Summer teacher & leaders institutes & Dinner resesarch - food	490		\$531.67
Training Teachers & Administrators	Summer teacher & leaders institutes & CRT - training materials	460		\$284.45
Training Teachers & Administrators	CRT curriculum writing - sub costs	145		\$1,034.38
Training Teachers & Administrators	SEED trainers and panelsits	305		\$594.77
Training Teachers & Administrators	SEED materials / supplies	460		\$646.49
Training Teachers & Administrators	SEED food	490		\$206.88
Training Teachers & Administrators	MMEP conference registration	360		\$713.72
College Career Readiness	AVID faciliator (.8 FTE) - salary & benefits	144		\$10,654.11
College Career Readiness	AVID faciliator - travel / conferences / mileage	366		\$413.75
College Career Readiness	AVID elementary training, site memberships, and NPS partnerships	305		\$6,286.96
College Career Readiness	AVID NPS partnerships - sub fees	145		\$517.19
College Career Readiness	Student programming specialists (1.85 FTE) - salary 7 benefits	144		\$16,032.89
College Career Readiness	Student programming specialists - travel / conf / mileage	366		\$724.07
College Career Readiness	Middle & high school After school student program advisors, liaisons, retreat consultants	305		\$17,342.62
College Career Readiness	Middle & high school After school student program activities	369		\$770.61
College Career Readiness	Middle & high school After school student program - food	490		\$111.71
College Career Readiness	Middle & high school After school student program - instructional materials	430		\$2,772.66
College Career Readiness	Middle & high school After school student programs general supplies	401		\$47.58
College Career Readiness	Middle & high school After School student programs - textbooks	460		\$195.50
College Career Readiness	Middle & high school after school experiences - maintenance overtime	390		\$124.13

Forest Lake Area Schools (ISD 831) FY15 Contribution to EMID
Line Item Detail

College Career Readiness	Middle & high school Summer experiences - camp license fees, staff, consultants	305	\$13,683.81
College Career Readiness	Middle & high school summer experiences - instructional materials	430	\$1,218.91
College Career Readiness	Middle & high school summer experiences - food	490	\$0.00
College Career Readiness	Middle & high school summer experiences - general supplies	401	\$31.03
Recruitment & Retention of Staff	PreK-12 Metro Area Pipeline Coordinator - salary & benefits	144	\$5,690.12
Recruitment & Retention of Staff	PreK-12 Metro Area Pipeline Coordinator - mileage / conf / travel	366	\$413.75
Integrated Learning Environments	Kindergarten readiness camps - PD Coordinator - salary & BENEFITS	318	\$3,103.14
Integrated Learning Environments	Kindergarten readiness camps - teachers & support	318	\$7,240.66
Integrated Learning Environments	Kindergarten readiness camps - food	318	\$1,551.57
Integrated Learning Environments	Kindergarten readiness camps - instructional materials	318	\$1,551.57
Integrated Learning Environments	School-day classroom partnership programming - staff	318	\$10,598.77
Integrated Learning Environments	School-day classroom partnership programming - instructional supplies	318	\$2,058.42
Administrative	Food for district meetings	490	\$443.75
Administrative	Exec. Dir. & Board members - salary & benefits	110	\$19,209.47
Administrative	Exec Dir conf / mileage / travel	366	\$620.63
Administrative	Office Manager - salary & benefits	170	\$7,447.54
Administrative	Capital - furniture	530	\$310.31
Administrative	Capital - technology	555	\$206.88
Administrative	Postage	329	\$206.88
Administrative	Website / Server / Phone services	320	\$2,580.67
Administrative	Printing & Advertising	381	\$103.44
Administrative	General Supplies	401	\$155.16
Administrative	Financial, legal, grant writing, copier services	305	\$8,792.23
Administrative	Memberships (Exec Dir & EMID)	820	\$4,387.32
0	0	0	\$203,010.52



EMID
East Metro
Integration
District 6067

Learning Together -
It Matters

Forest Lake Area Schools (ISD #831)

3-Year Achievement and Integration Plan

July 2014 - June 2017

District:	Forest Lake Area Schools, ISD #831
Superintendent:	Dr. Linda Madsen
District Contact:	Jennifer Tolzmann, Director of Teaching and Learning
Email:	jtolzmann@flaschools.org
Address:	6100 – 210 th Street North, Forest Lake, MN 55025
Phone:	651-982-8115

Forest Lake Area Schools (ISD#831)

Community Overview

The Forest Lake Area School District is one of the largest geographic districts in the state, covering an area of 240 square miles and parts of three counties. The district serves the communities of East Bethel, May Township, Ham Lake, Hugo, Forest Lake, Columbus, Lino Lakes, Linwood Township, Marine, New Scandia, Stacy and Wyoming. The district is home to eight kindergarten through sixth grade elementary schools, including a Montessori program; two junior highs for grades 7-9; an Area Learning Center for students in grades 9-12; and a senior high for students in grades 10-12.

Approximately 7% of the student population in Forest Lake Area Schools (FLAS) are students of color compared to 27% statewide. This relatively low percentage of students of color results in missed opportunities for all students to interact with students from other cultural backgrounds and for students of color to connect with other students from their own cultural background. FLAS also lacks ethnic diversity among its staff. Of the approximately 1,500 staff in the district, only 2% identify as people of color. As a result, students also miss the opportunity to connect with role models from other cultural backgrounds in the school setting and staff lack the opportunity to collaborate with an ethnically and culturally diverse group of colleagues.

Approximately 25% of students districtwide are receiving Free or Reduced Price Lunch (FRPL) compared to 38% statewide. This demographic varies widely between schools in the district ranging from 16% of FRPL students to 46%.

East Metro Integration District

Forest Lake is one of ten member school districts that comprise the East Metro Integration District 6067 (EMID). This collaborative, involving St. Paul and nine suburban school districts, supports voluntary integration among East Metro urban and surrounding suburban schools.

FLAS joined EMID as a voluntary district in July of 2010. Forest Lake's Achievement and Integration Plan is intentionally designed to correlate with EMID's vision and goals:

EMID Vision: "To be a Center of Excellence in the East Metro area for high levels of academic performance from ALL students and equity leadership from member districts' classrooms to boardrooms."

EMID Goals:

- Cultural Competency
- College and Career Readiness
- Early Learning
- Parent and Family Engagement

Forest Lake Area Schools

Forest Lake Area Schools' Mission:

“The Mission of Forest Lake Area Schools, as a gateway to unlimited opportunities, is to ensure that each learner will develop the *skills and knowledge* necessary to experience success and personal fulfillment while actively engaged in a *global society*. Our exceptional leaders and highly-skilled, caring staff, partnering with families and communities, will engage students through creative, rigorous and relevant educational experiences in *culturally responsive, safe*, and technologically-advanced *learning environments*.”

Forest Lake Area Schools' 8 Key Strategies

1. We will create learning environments that support the ability to work effectively within the context of cultural differences.
2. We will develop a comprehensive understanding of every student's interests, talents, abilities and needs to challenge and inspire them to lead healthy lives and reach their full potential.
3. We will provide creative, rigorous and relevant educational experiences and service opportunities.
4. We will develop a system that recruits, hires, and retains the best staff and provides maximum professional growth.
5. We will develop a communication system that considers and responds to internal and external ideas and concerns.
6. We will develop a process to review facility and technology needs and implement an action plan.
7. We will extend current partnerships and foster new ones.
8. We will enhance and create opportunities for learners of all age.

Key Strategy # 1 Action Steps

- Conduct an equity analysis to identify achievement gaps, disparities in discipline, occurrence of bullying, participation in extracurricular activities, etc. among different groups of students (culture/ethnicity, socio-economic status, special education status, sexual orientation, etc.).
- Utilize a research-based inventory as part of an overall intercultural staff development plan to increase understanding of staff beliefs and biases related to cultural differences.
- Integrate the elements of Universal Design for Learning (UDL) and culturally responsive teaching into all curriculum.
- Increase student engagement in all extracurricular activities and clubs.

Equity and Intercultural Staff Development Plan

During the 2012-13 school year, FLAS engaged in a process to develop an infrastructure and long-term plan to increase the intercultural competence of all district staff. This process began with the development of an Equity and Intercultural Staff Development Plan developed by three independent consultants. The plan is based on their research into current district policies, practices and activities as well as gathering both quantitative and qualitative information. This plan includes a proposed infrastructure for organizational development to support equity and intercultural staff development and a proposed concept map to guide professional learning.

Forest Lake Area Schools (ISD#831)

In summary, Forest Lake Area Schools' Achievement and Integration Plan reflects:

- EMID's vision and goals
- District's Mission, Strategic Plan and Equity and Intercultural Staff Development Plan
- Key plan components outlined in Minn. Stat. § 124D.862 Subd. 2:
 1. Family Engagement
 2. Training Teachers and Administration
 3. College and Career Readiness for Underserved Students
 4. Recruitment and Retention of Staff
 5. Integrated Learning Environments/Pre-K – Grade 12 Enrollment Choices

Forest Lake Area Schools' Achievement and Integration Plan Goals

Purpose: *"To pursue racial and economic integration and to increase academic achievement, create equitable educational opportunities and reduce academic disparities based on students diverse racial, ethnic, and economic backgrounds"* by working toward the follow goals:

Goal #1: Family Engagement

Connect schools, families, and community members, together as equal partners in the education of every child to provide all students with the option and access to a postsecondary education.

Goal #2: Training Teachers and Administration

Develop intercultural competence in staff, related to diverse populations of students, staff, and families, by utilizing a research-based, long term, and systemic change approach.

Goal #3: College and Career Readiness for Underserved Students

Improve and increase academic services that work to mitigate the racial and economic disparity gap by preparing all students for college readiness.

Goal #4: Recruitment and Retention of Staff

Recruit and retain highly qualified administrators and staff who reflect the diversity of the student body and the community and who have the intercultural knowledge, skills and abilities to work effectively with students from diverse backgrounds.

Goal #5: Integrated Learning Environments/ Pre-K – Grade 12 Enrollment Choices

Provide interactive cross-district partnership programming that supports students in acquiring and developing the mindset and skillset to be active and engaged leaders in a culturally and ethnically diverse global society.

Goal #6: District-wide Coordination for Educational Equity, Effectiveness and Efficiency

Strengthen and develop systems and infrastructure to coordinate, monitor and evaluate outcomes related to achievement and integration goals.

Family Engagement

Goal #1: Family Engagement

Connect schools, families, and community members, together as equal partners in the education of every child to provide all students with the option and access to a postsecondary education.

SMART Goal: 90% of parents who participate in PIQE will improve their knowledge of college and career readiness strategies.

Outcomes:

1. Provide a welcoming culture of respect and support for families from all cultural and economic groups.
2. Build relationships between district-wide systems and ethnically, culturally and economically diverse families by intentionally partnering in a variety of areas, including district wide committees.
3. Enhance the understanding and improve the access of culturally and economically diverse families to school registration, transportation, post-secondary scholarship opportunities, targeted academic services, and community resources such as health and human services.

Activities:

1. *PIQE*: The Parent Institute for Quality Education (PIQE) will work with Forest Lake Area Schools and families in the district to create a community 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. PIQE's ultimate purpose is to lower the dropout rate, close the achievement gap and create a "college-going culture" for all students. FLAS will begin implementation of PIQE parenting cohorts in Title I schools during the 2014-15 school year.

In addition to PIQE the district also has the following family engagement practices in place.

2. *Home Connections*: Provides opportunities for families of students receiving remedial services for both reading and mathematics to come together and experience family activities to enhance reading and math skills.
3. *Indian Education Parent Committee*: This committee reviews data and plans after school programming/tutoring for students struggling in math and reading.
4. *Special Education Advisory Council*: Parent-lead group that advises the district on policies and decisions affecting and/or related to special education.
5. *Latino and Hmong Cultural Liaisons*: Build stronger communication channels between school and families in order to navigate district-wide systems.

Training Teachers and Administration

Goal #2: Training Teachers and Administration

Develop intercultural competence in staff related to diverse populations of students, staff, and families, by utilizing a research-based, long term, and systemic change approach.

SMART Goal: 100% of administrators and 80% of teacher leadership groups (including, but not limited to Equity Leaders, Q Comp Coaches and Site Facilitators, District Department Chairs, Building Chairs, Special Education Department Chairs) will engage in equity and achievement focused professional learning.

Outcomes:

1. Increase teacher's repertoire of culturally inclusive strategies that ensure that all students achieve excellence while learning the skills to work and interact in a global society.
2. Support teachers in using practices that increase the level of engagement and rigor for all students.
3. Foster staff's skill and practice of teaching interpersonal and team work skills (e.g. interacting across different communication styles, incorporating divergent perspectives, negotiating disagreements).
4. Assist staff to continue working to close achievement gaps among all ethnic and economic groups.
5. Support educators' growth and development along the Developmental Model of Intercultural Sensitivity continuum.
6. Collaborate with the district curriculum department to ensure that all professional development initiatives become interculturally inclusive.

Activities:

1. *Equity and Intercultural Staff Development Plan* – Professional development sessions provided for administration and teacher leadership groups around topics of educational equity, intercultural adaptability and global engagement to continue building awareness of equity and culturally responsive teaching strategies.
2. *Administrative Council:* Book study, Developmental Model of Intercultural Sensitivity (DMIS), Intercultural Development Inventory (IDI).
3. *Equity Leaders:* Book study, Developmental Model of Intercultural Sensitivity (DMIS), Intercultural Development Inventory (IDI).
4. *AVID* – Participate in AVID training as part of the district's planning year activities.
5. Participation in professional development sponsored by EMID, including:
 - a. Dinner and Learn Research Series
 - b. Seeking Educational Equity and Diversity (SEED)
 - c. MMEP (Minnesota Minority Education Partnership) Annual Conference

College and Career Readiness for Underserved Students

Goal #3: College and Career Readiness for Underserved Students

Improve and increase academic services that work to mitigate the ethnic and economic disparity gap by preparing all students for college readiness.

SMART Goal #1: Increase by 50% the number of secondary students (grades 7-12) participating in career and college readiness curriculum offered through Advisory Groups.

SMART Goal #2: Increase by 20% the number of secondary students (grades 7-12) participating in after school programming designed to promote school engagement, academic achievement and college and career readiness.

Outcomes:

1. Accelerate academic progress of under-achieving students.
2. Prepare and provide all students with postsecondary access.
3. Greater number of first grade students reading at grade level.
4. Increase level of student engagement for underserved students.

Activities:

1. *AVID* - Explore implementation of the AVID (Advancement Via Individual Determination) Program, a college readiness system designed to close the achievement gap by preparing all students for college readiness and success in a global society, at Forest Lake Area High School during the 2015-16 school year.
2. *Reading Recovery* - Expand and strengthen the district's Reading Recovery program, a scientifically research-based intervention for first graders having extreme difficulty with early reading and writing, in collaboration with teachers and staff in the Roseville Area School District.
3. *Ramp Up To Readiness* - Implementing or continuing weekly, grade-level Advisory Groups at all secondary sites: Ramp Up To Readiness curriculum.
4. *Cultural Liaisons* - Utilize cultural liaisons to connect with families of protected class students in grades K-12 grade to increase engagement and involvement, a key to academic success for students. Forest Lake cultural liaisons will work with cultural liaisons in St. Paul and/or Roseville Area school districts to collaborate on strategies and best practices to increase parent engagement and involvement, a key to academic success for students.
5. *Extended Day* – academic skill reinforcement for reading, writing and mathematics as well as skill development in social emotional area.
6. *EMID High school after school programs (year-long)*- Customized programs focused on student achievement/college career readiness, leadership, service learning and community building. These groups include:
 - a. Hmong Club
 - b. Gay Straight Alliance
 - c. High School Open Minds Club

7. *EMID Youth Executive Board (YEB)* – Students learn to use their voices to influence decision-making and inspire diversity in leadership.
8. *EMID Cross-District Retreats*- Developing skills related to civic engagement, leadership and academic achievement, youth share and explore service-learning projects, identify and build their leadership styles, and commit to investing in their school and community.
9. *EMID Middle school after school programs – semester-long.*
 - a. Synergy - social justice performing arts and youth voice advocacy.
 - b. Lovin’ the Skin I’m In - media literacy, photojournalism, creative writing, and self-identity exploration.
10. *EMID Summer AVID bridge / STEAM Camp* - This camp is for incoming 8th grade students designed to strengthen students’ math and science skills and to increase the number of students who enroll and succeed in eighth grade Algebra 1.
11. *EMID HS youth leadership institute (Camp EMID)* – This camp will provide students with an inter-district, interracial experience that will develop leadership through a lens of cultural competency and equity.
12. *EMID Pay It Forward Tour (July 2014)*. This tour provides students with an inter-district, interracial leadership, community service, and college and career readiness experience.

Recruitment and Retention of Staff

Goal #4: Recruitment and Retention of Staff

Recruit and retain highly qualified administrators and staff who reflect the diversity of the student body and the community and who have the intercultural knowledge, skills and abilities to work effectively with students from diverse backgrounds.

See EMID FY15 Achievement and Integration Plan

PreK-12 Metro Area collaborative pipeline project coordinator.

EMID will begin a partnership with the other two metro integration districts (WMEP & NWSISD) to create a pipeline of relationships and processes focused on increasing the numbers of teachers of color in our school districts. This pipeline will help identify and encourage students of color to explore careers in education, help support students through teacher preparation and licensing, and help districts with equitable hiring and retention policies and processes.

Integrated Learning Environments/ Pre-K – Grade 12 Enrollment Choices

Goal #5: Integrated Learning Environments/ Pre-K – Grade 12 Enrollment Choices

Provide interactive cross-district partnership programming that supports students in acquiring and developing the mindset and skillset to be active and engaged leaders in a culturally and ethnically diverse global society.

SMART Goal #1: Maintain current participation levels established for classroom partnerships (10 partnerships, two at each grade level K-4).

SMART Goal #2, Increase participation in Kindergarten Camp by 30% (increase number of students from 14 to 20).

Outcomes:

1. Students will learn standards based academics in cross-district cooperative learning teams, demonstrating engagement and respect as well as incorporating multiple perspectives into the learning process.
2. Students will participate in year-long cross-district experiences allowing them to further develop interpersonal and cross-cultural group relationships.
3. Students will increase their awareness of their own culture and share this with others in their culturally diverse cross-district learning teams
4. Students will increase their awareness and knowledge of a variety of cultures and will grow in appreciation of similarities and differences among cultures.
5. Students will develop kindergarten readiness skills (both academic and social emotional) in a cross-district, multicultural setting.

Activities:

1. *K-5 School Classroom Partnership Programs* - Continue participation in classroom partnership exchanges between Forest Lake and St. Paul and/or Roseville which support and compliment standards-based academics and include innovative technology integration, utilizing student voice in learning, and developing students problem solving and critical thinking skills.
2. *Kindergarten Camp* - Two week camp focused on social and early learning skills that will support students' transition into Kindergarten in the fall.
3. *High School Partnership* - Forest Lake will partner with Washington Technology Magnet to address stereotypes through creative storytelling, spoken word and photography.

District-wide Coordination for Educational Equity, Effectiveness and Efficiency
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Goal #6: District-wide Coordination for Educational Equity, Effectiveness and Efficiency

Strengthen and develop systems and infrastructure to coordinate, monitor and evaluate outcomes related to achievement and integration goals.

SMART Goal #1: Inventory equity programming and activities as identified through the district Strategic Plan as well as the Equity and Intercultural Staff Development Plan on a quarterly basis.

SMART Goal #2 - Monitor district equity audit data on a quarterly basis to assess effectiveness of programming and to focus achievement and integration efforts.

Outcomes:

1. Accountability for use of Achievement and Integration revenue.
2. Accountability for implementation for the Equity and Intercultural Staff Development Plan.
3. Shared accountability with EMID and member districts.
4. District-wide awareness and understanding of the connection between the Strategic Plan and the Equity and Intercultural Staff Development Plan.
5. Incorporate equity and culturally responsive classroom conversations across leadership groups and building sites.

Forest Lake Area Schools (ISD#831)

Activities:

Director of Teaching & Learning; Integration and Equity Coordinator, Assessment and Evaluation Coordinator and other relevant staff members will:

1. Review equity audit data, including:
 - a. Assessment data/achievement gap
 - b. Special education representation of protected class students
 - c. CIS/AP participation by protected class students
 - d. Extra curriculum activities participation by protected class students
 - e. Disciplinary actions based on protected class status
2. Report quarterly to Administrative Council, Equity Leaders, Diversity Committee and Curriculum and Instruction Committee.
3. Report annually to School Board.
4. Participate in MDE-developed evaluation process.

School Board Approval

We, hereby certify that the Forest Lake Area Schools Board of Education officially approves the above 3 Year Achievement and Integration Plan for the 2014-2017 school years on Thursday March 6, 2014 at a regularly scheduled board meeting, and the Superintendent of Schools is, hereby, authorized to submit the plan as a member district, to the East Metro Integration District #6067 and to the Minnesota Department of Education.

Robert Raphael, Board Chair

Kathy Bystrom, Board Clerk

Forest Lake Area School District
2013 Baseline Achievement and Integration Data

A. Achievement – Baseline Data	B. School Safety - Baseline Data (Minn. Stat. §120B.35, Subd. 3, paragraph (d))	C. AP/CIS Class Participation – Baseline Data																																																						
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Forest Lake Area Schools Achievement Gap SMART Goals

A. Achievement SMART Goals					
A.1 Decrease White/Non-White gap in math proficiency by 50% by 2017.					
Math Proficiency	2013	2014	2015	2016	2017
White Students	66.8%	70.9%	75.1%	79.2%	83.4%
Non-White Students	48.2%	54.7%	61.2%	67.6%	74.1%
Proficiency Gap	18.5%	16.2%	13.9%	11.6%	9.3%
A.2 Decrease White/Non-White gap in reading proficiency by 50% by 2017.					
Reading Proficiency	2013	2014	2015	2016	2017
White Students	59.2%	64.3%	69.4%	74.5%	79.6%
Non-White Students	41.0%	48.4%	55.7%	63.1%	70.5%
Proficiency Gap	18.2%	15.9%	13.6%	11.4%	9.1%
A.3 Decrease White/American Indian gap in math proficiency by 50% by 2017.					
Math Proficiency	2013	2014	2015	2016	2017
White Students	66.8%	70.9%	75.1%	79.2%	83.4%
American Indian	35.5%	43.5%	51.6%	59.7%	67.7%
Proficiency Gap	31.3%	27.4%	23.5%	19.5%	15.6%
A.4 Decrease White/American Indian gap in reading proficiency by 50% by 2017.					
Reading Proficiency	2013	2014	2015	2016	2017
White Students	59.2%	64.3%	69.4%	74.5%	79.6%
American Indian	37.5%	45.3%	53.1%	60.9%	68.8%
Proficiency Gap	21.7%	19.0%	16.3%	13.5%	10.8%
A.5 Decrease White/Asian-Pac Islander gap in math proficiency by 50% by 2017.					
Math Proficiency	2013	2014	2015	2016	2017
White Students	66.8%	70.9%	75.1%	79.2%	83.4%
Asian/Pac Islander	52.9%	58.8%	64.7%	70.6%	76.5%
Proficiency Gap	13.8%	12.1%	10.4%	8.6%	6.9%

A.6 Decrease White/Asian-Pac Islander gap in reading proficiency by 50% by 2017.					
Reading Proficiency	2013	2014	2015	2016	2017
White Students	59.2%	64.3%	69.4%	74.5%	79.6%
Asian/Pac Islander	42.6%	49.8%	56.9%	64.1%	71.3%
Proficiency Gap	16.6%	14.5%	12.4%	10.4%	8.3%
A.7 Decrease White/Hispanic gap in math proficiency by 50% by 2017.					
Math Proficiency	2013	2014	2015	2016	2017
White Students	66.8%	70.9%	75.1%	79.2%	83.4%
Hispanic	49.4%	55.7%	62.0%	68.4%	74.7%
Proficiency Gap	17.4%	15.2%	13.0%	10.9%	8.7%
A.8 Decrease White/Hispanic gap in reading proficiency by 50% by 2017.					
Reading Proficiency	2013	2014	2015	2016	2017
White Students	59.2%	64.3%	69.4%	74.5%	79.6%
Hispanic	40.3%	47.7%	55.2%	62.7%	70.1%
Proficiency Gap	18.9%	16.6%	14.2%	11.8%	9.5%
A.9 Decrease White/Black gap in math proficiency by 50% by 2017.					
Math Proficiency	2013	2014	2015	2016	2017
White Students	66.8%	70.9%	75.1%	79.2%	83.4%
Black	43.2%	50.3%	57.4%	64.5%	71.6%
Proficiency Gap	23.5%	20.6%	17.6%	14.7%	11.8%
A.10 Decrease White/Black gap in reading proficiency by 50% by 2017.					
Reading Proficiency	2013	2014	2015	2016	2017
White Students	59.2%	64.3%	69.4%	74.5%	79.6%
Black	40.0%	47.5%	55.0%	62.5%	70.0%
Proficiency Gap	19.2%	16.8%	14.4%	12.0%	9.6%

Forest Lake Area Schools Achievement Gap SMART Goals

A.11 Decrease Non-FRPL/FRPL gap in math proficiency by 50% by 2017.					
Math Proficiency					
	2013	2014	2015	2016	2017
Non-FRPL	70.6%	74.3%	78.0%	81.6%	85.3%
FRPL	49.2%	55.6%	61.9%	68.3%	74.6%
Proficiency Gap	21.4%	18.7%	16.0%	13.4%	10.7%

A.12 Decrease Non-FRPL/FRPL gap in reading proficiency by 50% by 2017.					
Reading Proficiency					
	2013	2014	2015	2016	2017
Non-FRPL	62.7%	67.3%	72.0%	76.7%	81.3%
FRPL	43.3%	50.4%	57.5%	64.6%	71.7%
Proficiency Gap	19.3%	16.9%	14.5%	12.1%	9.7%