



Achievement and Integration Plan (Revised 2-23-15)

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: Forest Lake Area Schools, ISD #831

District Status: (V) Voluntary District

Name of Collaborative: East Metro Integration District (EMID)

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Board Approval Date: March 6, 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. RI St. Paul Public Schools ISD #625
9. RI/RIS West St. Paul – Mendota Heights – Eagan Area ISD #197
10. RI/RIS White Bear Lake Public Schools ISD #624

Achievement Goal One

Goal Statement: The proficiency GAP between the white students enrolled the full academic year for all grades tested within Forest Lake Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of all protected class student groups as follows within our District (see table A):

A. Math **Proficiency INCREASE:**

Name of District	Status	Baseline data 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Forest Lake Area Schools, ISD #831	V					
<i>Protected Class</i>						
<i>American Indian</i>		35.5%	51.6%	59.7%	67.7%	32.2%
<i>Asian</i>		52.9%	64.7%	70.6%	76.5%	23.6%
<i>Hispanic</i>		49.4%	62.0%	68.4%	74.7%	25.3%
<i>Black</i>		43.2%	57.4%	64.5%	71.6%	28.4%
<i>White</i>		66.8%	75.1%	79.2%	83.4%	16.6%
<i>Non-FRP</i>		70.6%	78.0%	81.6%	85.3%	14.7%
<i>FRP</i>		49.2%	61.9%	68.3%	74.6%	25.4%

Delete table rows for student groups not included in your goal statement.

B. Math **GAP DECREASE:**

Name of District	Status	Baseline data 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Forest Lake Area Schools, ISD #831	V					
<i>Protected Class</i>						
<i>American Indian</i>		31.3%	23.5%	19.5%	15.6%	15.7%
<i>Asian</i>		13.8%	10.4%	8.6%	6.9%	6.9%
<i>Hispanic</i>		17.4%	13.0%	10.9%	8.7%	8.7%
<i>Black</i>		23.5%	17.6%	14.7%	11.8%	11.7%
<i>FRP</i>		21.4%	16.0%	13.4%	10.7%	10.7%

Delete table rows for student groups not included in your goal statement.

Goal Statement: The proficiency GAP between the white students enrolled the full academic year for all grades tested within Forest Lake Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of all protected class student groups as follows within our District (see table A):

A. Reading Proficiency INCREASE:

Name of District	Status	Baseline data 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Forest Lake Area Schools, ISD #831	V					
<i>Protected Class</i>						
<i>American Indian</i>		37.5%	53.1%	60.9%	68.8%	31.3%
<i>Asian</i>		42.6%	56.9%	64.1%	71.3%	28.7%
<i>Hispanic</i>		40.3%	55.2%	62.7%	70.1%	29.8%
<i>Black</i>		40.0%	55.0%	62.5%	70.0%	30.0%
<i>White</i>		59.2%	69.4%	74.5%	79.6%	20.4%
<i>Non-FRP</i>		62.7%	72.0%	76.7%	81.3%	18.6%
<i>FRP</i>		43.3%	57.5%	64.6%	71.7%	28.4%

Delete table rows for student groups not included in your goal statement.

B. Reading GAP DECREASE:

Name of District	Status	Baseline data 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Forest Lake Area Schools, ISD #831	V					
<i>Protected Class</i>						
<i>American Indian</i>		21.7%	16.3%	13.5%	10.8%	10.9%
<i>Asian</i>		16.6%	12.4%	10.4%	8.3%	8.3%
<i>Hispanic</i>		18.9%	14.2%	11.8%	9.5%	9.4%
<i>Black</i>		19.2%	14.4%	12.0%	9.6%	9.6%
<i>FRP</i>		19.3%	14.5%	12.1%	9.7%	9.6%

Delete table rows for student groups not included in your goal statement.

Achievement: Strategies and Activities

Activity 1

Family Engagement Programs/ FE programs designed to increase student achievement

Narrative Description of Strategies/Activities:

~~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.~~

~~Latino and Hmong Cultural Liaisons will support PIQE work in the district to build stronger communication channels between school and families.~~

~~If you selected Research-based interventions that include formative assessment practices, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.~~

~~PIQE Research Studies webpage: http://www.piqe.org/about_researchstudies.php~~

Key Indicators of Progress (KIP)

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

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

~~2) Measures to track implementation and progress:~~

~~FLAS will begin implementation of PIQE parenting cohorts in Title I schools during the 2014-15 school year. A pre- and post-evaluation will be developed and used to measure participants' knowledge of college and career readiness strategies before and after participating in PIQE's Parent Engagement Education Program.~~

Activity 1

Training teachers & administrators / Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/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. 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

The IDI is a rigorously researched assessment tool of intercultural competence, with over 50 journal studies (see below) and over 42 Ph.D. dissertations.
https://idiinventory.com/wp-content/themes/evolution/pdfs/IDI_Bibliography_2012.pdf

Key Indicators of Progress (KIP)

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

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.

2) *Measures to track implementation and progress:*

FLAS will track the number of administrators and members of teacher leadership groups who engage in equity and achievement focused professional learning each year. FLAS will also track staff movement on the Intercultural Development Inventory as a means of measuring progress on skillsets and mindsets that support the academic achievement of all students.

Activity 3

~~College Career readiness for underserved students~~ Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

~~Narrative Description of Strategies/Activities:~~

~~AVID—FLAS will enter into a Planning Year contract with 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 during the 2014-15 school year.~~

~~As part of this planning year the district will send students to the **Summer AVID Bridge/STEAM Camp** for incoming 8th grade students (4 weeks—6 hours/day) to both increase the district's understanding and experience with AVID and more importantly to provide district students with the opportunity to be enrolled in a rigorous academic program alongside their peers from racially isolated districts as well as other EMID member districts. The AVID Summer Bridge Programs are designed to strengthen students' math and science skills and to increase the number of students who enroll and succeed in eighth grade Algebra 1. It provides opportunities for students to explore math and science in high engagement environments that are rigorous, yet enjoyable for students. At the end of each week, students will go out into the community and explore various careers that utilize Algebra and other mathematical concepts.~~

~~Research Reference:~~

~~The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.~~
~~http://www.avid.org/abo_research.html~~

Key Indicators of Progress (KIP)

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

By 2017, FLAS will have fully implemented the AVID program in one or more district schools.

2) *Measures to track implementation and progress:*

- FLAS will follow the activities and timeline included in the AVID Implementation Planning Guide for Districts to track implementation and progress:
http://avidcenter.org/dl/resources/implementation_planning_guide.pdf

Activity 2

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

Narrative Description of Strategies/Activities:

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.

Research Reference:

<http://readingrecovery.org/reading-recovery/research/reviews-of-research>

Key Indicators of Progress (KIP)

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

Students in grade 1 receiving Reading Recovery as a research-based intervention in Forest Lake Area Schools will improve their oral word per minute rate to match the 25thth percentile winter or spring benchmark as identified through nationally-based norms set forth by The Formative Assessment System for Teachers (F.A.S.T) at the conclusion of their 12-20 weeks of intervention.

2) *Measures to track implementation and progress:*

To ensure successful implementation of the intervention, Reading Recovery data collected by interventionists daily will be analyzed monthly through teacher participation at professional development in-services delivered in Roseville Area Schools.

Activity 3

Recruitment & retention of staff Initiatives designed to increase and sustain hiring and retention of a racially and ethnically diverse staff

Narrative Description of Strategies/Activities:

Participate in EMID's 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.

Key Indicators of Progress (KIP)

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

By 2017, FLAS will increase the percent of staff of color in the district by 100% (current percent of district staff of color = 2%. Goal by 2017 = 4%)

2) *Measures to track implementation and progress:*

- FLAS will communicate staffing needs to EMID on an ongoing basis.
- FLAS will participate in opportunities provided by EMID related to recruitment and retention of teachers of color.

- FLAS will review district hiring policies and processes and make changes necessary to ensure that they are equitable.
- FLAS will work with EMID to identify and encourage students of color in the district to explore careers in education.

Integration: Strategies and Activities

Activity 1

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

Narrative Description of Strategies/Activities:

Provide after-school programming that is designed to promote school engagement, academic achievement and college and career readiness.

All after-school programming is done in collaboration with other EMID member districts including the racially isolated districts of St. Paul and Roseville (see program descriptions below).

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

By 2017, Increase by 20% the number of FLAS secondary students (grades 7-12) participating in after school programming designed to promote school engagement, academic achievement and college and career readiness.

List yearly progress targets:

Year 1: 136 Students

Year 2: 145 Students

Year 3: 153 Students

Example Table. Provide any relevant baseline data.

Title	Baseline	2015	2016	2017
Open Minds Club – Century Junior High	13	14	15	16
Open Minds Club – Southwest Junior High	8	9	10	10
Hmong Club	32	34	36	38
Synergy – Southwest	19	20	22	23
Synergy – High School/Century	15	16	17	18
Lovin' the Skin I'm In	11	12	12	13
Gay Straight Alliance (GSA)	29	31	33	35
Total	127	136	145	153

Narrative Program Descriptions

Open Minds Club (Both Century and Southwest Junior High Schools):

This is a diversity club where students learn about cultural differences. It is open to all students in grades 7-9 at each site. Integration opportunities are provided through student participation in weekend retreats and field trips that involve students from all 10 EMID member districts.

Hmong Club: This is a club in which students learn about Hmong culture and language. It is open to all students in grades 7-12. Integration opportunities are provided through student participation in weekend retreats and field trips that involve students from all 10 EMID member

districts. Students in Hmong Club also participate in EMID's Youth Executive Board which is a weekly cross district activity.

Synergy and Lovin' the Skin I'm In (Both EMID sponsored programming)

Synergy is available to all students in grades 7-12. Lovin' the Skin I'm In is open to females in grades 7-9 (see note below). These programs use hands on approaches and experiential learning tools to inspire high school students to dream big. Weekly sessions guide youth in envisioning their future, meaningful goal setting, identifying learning styles, leadership development, problem solving skills and career exploration to prepare students for post-secondary success. Skill-based workshops offer youth the opportunity to develop skills needed to navigate the college entrance and job search process. For example, ACT preparation, scholarship detectives, financial literacy, resume writing, interviewing skills, completing the FAFSA, college application completion and essay writing, etc. Students come together across the EMID districts for the 4 day-long retreats (see later in section) and various trips (e.g. college visits) throughout the school year.

NOTE: Because our students gain a lot both socially/emotionally and academically from participating in the *Lovin' the Skin I'm In* program, we would like to continue to offer this program to our students. We understand that because this program is offered to middle school girls *only* we will need to develop an equivalent *boys only* program so that these educational opportunities can be gender balanced. The equivalent boys only program will be developed across the next three years. We anticipate offering the equivalent boys only program within the 2017 school year, if not before, as a means of meeting the requirements of Title IX and providing exceptional programming to all of our students.

GSA: This group is open to all students in grades 10-12. It provides support and education around sexual orientation and gender identity issues. Integration opportunities are provided through student participation in weekend retreats and field trips that involve students from all 10 EMID member districts.

Activity 2

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

Narrative Description of Strategies/Activities:

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. All cross-district partnerships are in collaboration with the racially isolated districts of St. Paul or Roseville.

Our classroom partnerships are based on MN Academic Standards. Each grade level focuses on a different content area. KDG partnerships allow students to engage in a process of cultural self-awareness and identity development through community building/friendship activities. First Grade focuses on literacy; Second Grade focuses on Art and Music; Third Grade focuses on environmental science; Fourth Grade focuses on STEAM (science, technology, engineering, arts and mathematics); Fifth Grade focuses on language arts.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

By 2017, increase the number of cross-district partnerships to 12 – adding two 5th grade classroom partnerships (current number of classroom partnerships = 10, two at each grade level K-4).

List yearly progress targets:

Year 1: 10 Cross-District Partnerships

Year 2: 11 Cross-District Partnerships

Year 3: 12 Cross-District Partnerships

Classroom Partnerships.

Title	Baseline	2015	2016	2017
Kindergarten Partnerships	2	2	2	2
1 st Grade Partnerships	2	2	2	2
2 nd Grade Partnerships	2	2	2	2
3 rd Grade Partnerships	2	2	2	2
4 th Grade Partnerships	2	2	2	2
5 th Grade Partnerships	0	0	1	2
Total	10	10	11	12

Activity 3

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

Narrative Description of Strategies/Activities:

Kindergarten Readiness Camps

This program provides an opportunity for incoming Kindergarteners to be enrolled in an academic program alongside their peers from racially isolated districts as well as other EMID member districts. This program will also provide students and their families to experience a diverse learning environment with students from other EMID member districts, including students from the racially isolated districts. The target population for this learning experience is children who have not previously participated in Early Childhood programming within their district. Host sites invite students from across member districts to enroll in a two week camp focused on academic, social and early learning skills that will support students' transition into Kindergarten in the fall. Parents and children are also invited to attend an open house prior to camp, so that they can meet the staff and ask questions related to their child's learning experience. Cultural liaisons support parent engagement and involvement prior to, and during the camp session.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity.

By 2017, increase the number of student participating in cross-district Kindergarten Readiness Camp or other similar experiences to 25.

List yearly progress targets:

Year 1: 15 Students

Year 2: 20 Students

Year 3: 25 Students

Creating Efficiencies and Eliminating Duplicative Programs

Through the EMID collaborative, the cost of the PIQE programs to member districts has been reduced by \$120,000 in two years; EMID saves districts \$100,000/year by providing internal trainers for AVID PATH training. EMID offers AVID district coordination services so the smallest districts do not need to fund their own coordinator. EMID coordinates the after-school programming in the districts ensuring trained, qualified staff that are culturally competent and a

relevant curriculum. EMID coordinates training with national partners which individual districts would not be able to fund.

Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

Multi-District Collaboration Council: The Board of EMID with representatives from each district reviewed and approved EMID's plan which had been created by the Superintendents, Integration leaders, and Curriculum Directors of all 10 EMID districts in discussions over the course of two months. Forest Lake's plan is based on EMID's Plan and therefore reflects this development and review process.