



FOREST LAKE AREA SCHOOLS

FOREST LAKE, MN 55025

March 13, 2025

AGENDA ITEM: 7.1

TOPIC: Amended Achievement and Integration Plan

BACKGROUND:

The school district is currently operating under an approved three-year Achievement and Integration Plan for the years July 1, 2023 through June 30, 2026.

PROCESS:

Each year, the plan is reviewed by district administration and adjustments to the plan may be made in an effort to address changing needs in the school district. The amended plan details specific changes to the goals and activities for the third year of the plan.

RECOMMENDATION:

Administration recommends the board's approval of the proposed amended Achievement and Integration Plan for the third year of the three-year plan beginning July 1, 2025.



Achievement and Integration Plan

July 1, 2023 to June 30, 2026—**Amended March 13, 2025**

Submissions due by March 15th, 2023 - Amended plan due April 1, 2025

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

District Integration Status: V

Superintendent: Dr. Steve Massey
Phone: 651-982-8103

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Plan submitted by: JP Jacobson

Title: Director of Teaching & Learning

Phone: 651-982-8115

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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

- | | |
|---------------------------|---------------------------|
| 1. Type name of RIS here. | 4. Type name of RIS here. |
| 2. Type name of RIS here. | 5. Type name of RIS here. |
| 3. Type name of RIS here. | 6. Type name of RIS here. |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: **Multidistrict Collaboration Council:** Forest Lake Area Schools is a part of an Achievement and Integration Network that meets on the third Thursday of each month.

- #623, Roseville Area Schools RI - Racially Isolated
- #834, Stillwater Area Public Schools A- Adjoining
- #6, So. St. Paul Public Schools A - Adjoining
- #200, Hastings Public Schools A - Adjoining

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Steve Massey

Signature:

Date Signed: Enter date here.

School Board Chair: **Curt Rebelein**

Signature:

Date Signed: Enter date here

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Multidistrict Collaboration Council: Forest Lake Area Schools is a part of an Achievement and Integration Network that meets on the third Thursday of each month to identify cross-district integration opportunities and collaborate on integration goals, activities and planning.

Participants include:

1. Delon Smith: Director of Equity and Innovation Roseville Area Schools (RI)
2. Chad Schmidt: Director of Equity and Learning South St. Paul Public Schools (A)
3. Lesly Gamez: Assistant Director of Equity South St. Paul Public Schools (A)
4. Alex Hermida: Equity Coordinator Hastings Public Schools (A)
5. Eric Anderson: Achievement & Integration Coordinator Stillwater Area Public Schools (A)
6. Brad Ward: Teaching & Learning Coordinator, Forest Lake Area Schools (V)

Community Collaboration Council for Racially Identifiable School(s): Forest Lake convenes a group of parents, students, staff and administrators for a series of 7 meetings throughout the school year to identify needs and gather input on district issues related to educational equity in the FLAS Community Steering Team. The members of the Steering Team include parents of Students of Color, parents of American Indian students (who are also members of the

district's American Indian Parent Advisory Committee), community members as well as district staff and administrators. Student voice is brought in utilizing student affinity groups at each of the secondary schools in the district. The Steering Team was formalized as a part of the 2020 FLAS Strategic Plan.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1:

Increase the overall reading proficiency rates as measured by FastBridge aReading from 62.3% in Spring of 23-24 to 72.3% in Spring of 25-26 for all students in grades 2-5, while also reducing the proficiency gap between students from families eligible for Education Benefits for students in grades 2-5 from those ineligible for Education Benefits within Forest Lake Area Schools will decrease from 15.3% in Spring of 2024 to 7% in Spring of 2026. Reading proficiency for students in grades 6-8 eligible for Educational Benefits will increase from 36.5% to 42.5% as measured by the MCA-III reading test.

Aligns with WBWF area: Enter one of the following: All racial and economic achievement gaps between students are closed.

Goal type: Enter one of the following:

- Achievement Disparity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # 1 - Family Empowerment/Engagement - To reduce barriers to families' access to their child's school to increase their child's school engagement and academic achievement.

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

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

We will increase engagement and access for families eligible for Educational Benefits and families new to the district by contracting with consultants and liaisons from the various communities representative of our student demographics. Should the need for additional liaisons per staff or family requests or through demographic change we will explore additional support. These consultants/liaisons provide interpreting and translation services for families who speak languages other than English. Liaisons will also facilitate communication between schools and families, respond to issues raised by families or by district staff, reach out to families to encourage their participation in district events, facilitate opportunities for families to provide input and recommendations to the district to better serve their students, provide families with information about district and community resources and services, and assist families in navigating district systems and processes. Through better communication and support of families and students from diverse backgrounds, the district seeks to increase academic achievement and engagement. FLAS will work with liaisons to have a representative group of parents/community members on the District's Community Steering Team. Consultants and liaisons will work with the Teaching & Learning department to access school staff, students and families to support their work.

Location of services: Districtwide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase the number of district meetings focused on experiences & feedback for students and families.	5	7	9
Increase the reading proficiency by 5% annually in the MCA reading test for Students who are eligible for Educational Benefits from a baseline of 35.7% in 2022.	43.8%	48.8%	53.8%

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

Strategy Name and # 2 - Learning for All Students.

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

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

We will expand the number of teaching staff who have access to professional development focused on increasing their knowledge and skill in implementing curriculum and instruction accessible to each student in the classroom. We will do this by continuing to provide professional development for District Teacher Leaders and new educators and by adding PD opportunities for all teaching staff through school-level training as well as after-school sessions. We will continue to embed PD around teaching practices effective for all students into our instructional review processes, including the purchase of curricular materials. We will provide classified staff with professional development as identified in their professional development inventory results. We will do this by providing periodic surveys adapted by the district Community Steering Team to specific staff groups such as bus drivers, food service, and others. Finally, we will increase the number of district administrators and teachers who participate in professional development related to the unique needs within our school and broader community in order to ensure that district policies and procedures are impactful. The focus of this professional development will be to create effective learning environments for students that will support their academic success.

Location of services: Districtwide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The percentage of classified non-licensed staff trained in meeting the needs of students will increase by 10% each year. 2022 baseline is 0%	10%	20%	30%
The number of licensed staff participating in District Teacher Leaders will increase by 5 each year. 2022 baseline is 18.	23	28	33
Pre and post staff self-assessment will reflect an increase in staff ability to meet the needs of students and belief that the training will inform their instructional practices.	50%	60%	70%
The percentage of staff participating in additional (beyond what's planned during the inservice days) pd focused on meeting the needs of students and families will increase by 10% each year.	Base	+10%	+10%
The percentage of community members participating in the District Community Steering team will increase by 10% each year.	Base	+10%	+10%

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

Strategy Name and #3 - Boosting Supports for Students with Barriers to Success

Type of Strategy: 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)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teacher

Narrative: To ensure that a strong support framework is in place as students begin their educational journey at FLAS, we will provide additional support for students whose families qualify for Education Benefits, helping to ensure a successful elementary school experience. This will involve increasing attendance checks with both students and families to emphasize the importance of school attendance through regular check-ins. Rather than waiting for troubling patterns to emerge, this proactive approach will focus on consistent communication with students and families. Additionally, we will collaborate more closely with school academic interventionists to keep students on track academically.

Additional literacy resources, in alignment with the READ Act, will guide the implementation of high-impact instructional practices, evidence-based curricula, and selected Tier II and Tier III interventions. This will leverage professional development through the MN READ Act, Benchmark Advanced (FLAS's literacy curriculum), and targeted support programs.

Location of services: Forest View Elementary primarily along with the other district elementary schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase elementary school attendance by 2 percentage points each year	Base	+2%	+2%
Increase regular check ins with students eligible for Educational Benefits by 5 percentage points each year	Base	+5%	+5%

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

Strategy Name and # 4 - Student Programs.

Type of Strategy: 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)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

We will continue to provide student programs as a targeted intervention to support all students increasing student engagement and academic achievement. Outcomes include increased student engagement, attendance, and academic achievement.

We provide transportation with an after school activity bus for students who do not have transportation home following academic or other enhanced support after school.

We will provide cross-district programs for students designed to increase their competency and academic achievement. These programs include a cross-district partnership with Roseville, Stillwater, and Inver Grove Heights.

To enhance the experience of students involved in all student programs, the district staff and/or consultants will receive training to increase their ability to effectively facilitate discussions and learning centered on academic competency.

- Middle School Business Academy - Rising 7th and 8th grade students engage in this partnership among Forest Lake, Stillwater, Inver Grove Heights, Rosemount-Eagan-Apple Valley and the University of Minnesota Carlson School of Management, provides college and career readiness exposure by connecting students with UMN professors, students and staff through experiential activities focusing on critical thinking, problem solving, leadership, creativity and teamwork.

Location of services:, Middle School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of students participating in cross district partnerships will increase by 20% each year. 2022 baseline = 25.	30	36	43

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

Goal #2: The proficiency for students eligible for educational benefits in grade 3-5 within Lino Lakes STEM Elementary School in math will increase from 42.3% in 2022 to 50% in 2026 and in grade 5 science from 29.4% in 2022 to 45% in 2026 .

Aligns with WBWF area: Enter one of the following: All racial and economic achievement gaps between students are closed.

Goal type: Enter one of the following:

- Achievement Disparity

Strategies

Strategy Name and # 5 - Enhanced and Focused Science, Technology, Engineering and Mathematics programs.

Type of Strategy: 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)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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.

Increases access to effective and diverse teacher

Science, Technology, Engineering and Mathematics (STEM) immerses students in a series of learning experiences that foster interaction and investigation. Utilizing the STEM framework will seek to create engaging opportunities and lessons to increase student proficiency. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota or SciMath MN and programs like Engineering is Elementary (EiE) help to provide an innovative and creative framework for a sound and deeply engaging education. Additional activities that will include the creation of a STEM Advisory Council including parents, community members, and leaders in the field. The school will create additional STEM experiences designed to attract all students reflective of the school’s student body. These programs may include STEM/STEAM clubs, summer STEM/STEAM camps, and focused STEM/STEAM training in methods to meet the needs of each learner through co-teaching and/or coaching with a STEM mentor. This focused STEM work will look to encourage and support students who have not been included in STEM fields while increasing student achievement and family engagement.

Location of services: Lino Lakes Elementary School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students eligible for Education benefits participating in STEM enrichment opportunities will increase by 10% from the 2023-2024 baseline year.	Base	+10%	+10%
Increase the math proficiency by 5% annually for Students eligible for Education benefits at Lino Lakes Elementary from a baseline of 43.9% in 2022.	48.9%	53.9%	58.9%

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

Strategy Name and # 2 - Learning for All students.

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

See narrative for Strategy #2 above.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Pre and post staff self-assessment will reflect an increase in Lino Lakes staff belief that the training will inform their instructional practices to work more effectively with students.	50%	60%	70%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The percentage of Lino Lakes staff participating in additional (beyond what's planned during the inservice days) pd focused on working with students will increase by 10% each year.	Base	+10%	+10%

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

Goal #3: In alignment with the leadership development program and Junior Achievement - BizTown, we will increase by 5% each year the number of students in 5th grade who indicate they have gained leadership skills, including communication, teamwork, and problem-solving.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Achievement Disparity

Strategies

Strategy Name and # 6 - Student Leadership and Junior Achievement

Type of Strategy: 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)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teacher |

The Student Leadership Lab experience is in each of the district's six elementary schools. All 5th grade students are participating in a year-long process focused on exploring their own leadership skills. The Student Leadership Lab teaches students a variety of leadership skills, including conflict resolution. The Leadership Lab also lays the foundation for students to begin the development of the employability skills needed.

The students move from Leadership Lab to Junior Achievement (JA) - BizTown to continue their exposure to career exploration. Throughout their experience in JA - BizTown, students have a valuable opportunity to explore various career paths, develop essential financial skills, and hone the leadership skills they worked on developing and identifying from the Leadership Lab. This immersive program allows them to collaborate with peers, embrace civic responsibilities, and positively impact their community. After several weeks of engaging classroom instruction, students spend a day in St. Paul at JA - BizTown, where they take the lead in one of the 18 unique shops, partnering with dedicated volunteers to foster an enriching learning experience.

Location of services: District Elementary Schools (Columbus, Forest View, Lino Lakes, Linwood, Scandia & Wyoming)

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase by 5% each year from 2023-2026, the number of students who indicate that they Strongly Agree or Agree that their experiences with Junior Achievement see themselves as leaders	Base	+5%	+5%
Increase by 5% each year from 2023-2026, the number of students who indicate that they Strongly Agree or Agree that their experiences with Junior Achievement build impactful relationships with classmates	Base	+5%	+5%

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

Goal #4: We will increase the percentage of **students eligible for Education Benefits** enrolled in a *rigorous (college credit bearing) course who will stay enrolled and earn a C through the duration of the course* from 25% in 2021-2022 to 40% in 2025-2026.

Aligns with WBWF area: All students are ready for career and college

Goal type: Integration

Strategies

Strategy Name and # 7 - Opportunities in Rigorous Coursework

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Our previous plan had a strategy to increase enrollment in Advanced Placement and College In the Schools coursework. While we were successful in increasing our enrollment for students who historically didn't see themselves as able to take advanced coursework, we lacked the support network needed to ensure success. To increase access and success to Advanced Placement courses, FLAS has an achievement specialist who provides surveys, technology support, and professional development for staff. The achievement specialist will host a summer welcome to Advanced coursework for parents and students new to rigorous, college credit bearing coursework to review expectations, support, coaching and tutoring available for the students. Student demographic data are disaggregated by race and family economic status. Disaggregated data compare student enrollment and completion of Advanced Placement courses. The achievement specialist will provide professional development and/or coaching for educators to provide additional support.

High school students will also have the opportunity to participate in a cross-district leadership program including Youth Executive Board, summer virtual/In-person hybrid storytelling through podcast, film, creative writing, and/or music.

- Youth Executive Board – High school students from multiple districts meet after school on a weekly basis throughout the school year to develop leadership, understanding, team-building skills, and do a service-learning project. Participation is open to all students in participating districts via an application process.

Location of services: **High School**

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of students/families eligible for Education Benefits attending the summer kick-off to the rigorous course programming by 10% each year.	Base	+10%	+10%
Increase the number of students/families eligible for Education Benefits regularly meeting/checking in with the achievement specialist by 10% each year.	Base	+10%	+10%
Increase the number of rigorous course teachers meeting with the achievement specialist to review needs of students/instructional techniques/coaching with achievement specialist.	Base	+10%	+10%

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

Goal #5: The 4-year graduation rate for Forest Lake Area High School students eligible for Education Benefits will increase from 80% in 2023 to 90% by the 2024-2025 school year.

Aligns with WBWF area: Enter one of the following:

- All students graduate from high school. All children are ready for school.

Goal type: Enter one of the following:

- Achievement Disparity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Strategy Name and # 7 - Opportunities in Rigorous Coursework

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

See narrative for Strategy #7 above.

Location of services: **High School**

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of 12th grade students/families eligible for Education Benefits meeting with Achievement Specialist to check graduation progress by 10% each year.	Base	+10%	+10%
Increase the number of 11th grade students/families eligible for Education Benefits meeting with Achievement Specialist to check graduation progress by 10% each year.	Base	+10%	+10%

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

Goal #6: FLAS students will have access to effective educators trained in teaching methodologies that enable them to reach each student. The percentage of teachers who have recurring training focused on connected learning will increase by 10% each year.

Aligns with WBWF area: Enter one of the following: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Strategies

Strategy Name and # 8 - Adaptable Student Centered Learning.

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

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

FLAS has been working to improve the effectiveness and skills of its staff over the past several years, starting with initiatives aimed at reaching all learners among administrators and teacher leaders. This work has gradually expanded throughout the district with the goal of increasing academic achievement. To support this progress in the classroom, FLAS is developing a framework to help teachers connect with all students, based on proven principles of teaching to create connections with students and convey new ideas and information in a manner that is easy to learn. The first step involves introducing teachers to research-based methods for fostering collaborative classrooms. To ensure these tools become part of daily teaching, the next phase will be recurring training in this area to continue building strong relationships with families and communities, and holding high expectations for each student. Teachers will learn different ways to communicate effectively. Teachers will be given practical guidance on how these ideas apply to their specific roles, whether as a guidance counselor, elementary teacher, or subject specialist. The final step in this effort includes coaching support from FLAS Q-comp peer coaches, with a focus on implementing these practices using the district's established teaching framework.

Location of services: **Districtwide**

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of teachers who have participated in a student adaptive teaching book study will increase by 10% each year.	Base	+10%	+10%
The percentage of teachers who choose to receive student adaptive coaching as part of their peer coaching will increase by 10% each year.	Base	+10%	+10%

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

Strategy Name and # 2 - Learning for All Students

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

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

See narrative for Strategy #2 above.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of licensed staff participating in District Teacher Leaders will increase by 5 teachers each year.	base	+5	+5
Pre and post staff self-assessment will reflect an increase in staff confidence in working with all students.	base	+5	+5
The percentage of staff participating in additional (beyond what's planned during the inservice days) pd focused on meeting the needs of each student will increase by 10% each year.	Base	+10%	+10%

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

Strategy Name and # 3 - Boosting Supports for Students with Barriers to Success

Type of Strategy: 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)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teacher |

See narrative for Strategy #3 above.

Location of services: Forest View Elementary primarily along with the other district elementary schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase elementary school attendance by 2 percentage points each year	Base	+2%	+2%
Increase regular check ins with students eligible for Educational Benefits by 5 percentage points each year	Base	+5%	+5%

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)). Our district’s A&I Plan creates efficiencies by implementing a multidistrict collaborative for planning and implementing integration activities. Utilizing a single outside entity to provide integration activities for participant districts reduces redundancy in the development and implementation of these programs and activities. Participation in the A&I group also allows us to access braided funding opportunities that access philanthropic foundations that previously were not accessible to our district. Additionally, efficiencies are created through linking the district’s A&I Plan, Goals and Strategies to other district initiatives and funding sources, including World’s Best Workforce Goals, American Indian Education Plan and funding as well as the district’s 2020 Strategic Plan and 2019 Equity Framework.