



2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Forest Lake Area Schools

Grades Served: PK-12

WBWF Contact: John-Paul Jacobson

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A&I Contact: Brad Ward

Title: Teaching and Learning Coordinator over Equity and Engagement

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
 - <https://www.flaschools.org/domain/143>
- Provide the direct website link to the A&I materials.
 - <https://www.flaschools.org/domain/143>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.
 - November 18, 2021

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Diane Giorgi	Director of Teaching & Learning	X
Brad Ward	Teaching & Learning Coordinator	X
Carolyn Carr Latady	Family Support/Equity Coordinator	X
Lloyd Komatsu	Assessment & Evaluation Coordinator	X
Iliana Hillberg	Cultural Liaison	X
Ellen Weed	Parent, Community Member	X
April Eagan	Parent, Community Member	X
Jeremy Como	Parent, Community Member	X
Robert Raymond	Teacher	X
Sam Husnik	Community Member	X
Karen Morehead	Community Member	X
Shane Thomas	Community Member	X
Sophia Nelson	Student	X

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by

inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
 - What data did you look at?
 - How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

District data was loaded into the Equity Dashboard tool to determine gaps and areas of concern. Data examined included number and percentages of staff of color and American Indian staff as well as number of years of experience and education level of staff. This data was cross-referenced district-wide and by school site with data on number and percentages of students of color and American Indian students as well as students from low income families and is reviewed on an annual basis during the staffing process. The Director of Administration & Human Services, the Director of Teaching & Learning, the Director of Special

Education, the Superintendent, and the Administrative Council; including the Principals from all elementary and secondary schools were part of this conversation and analysis.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

In addition to leveraging multiple recruiting tools, we have reached out to postsecondary institutions that award teacher licensure to partner with them in providing potential career opportunities to their graduates, particularly their students of color and American Indian students. We have also worked with our current licensed staff on recruiting and retention strategies, particularly for staff of color or American Indian staff.

Our goal is to continue to increase the diversity within our staff through the recruitment and retention of experienced teachers of color and American Indian teachers to ensure equitable access for our students.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Limit response to 200 words.

While we were able to add a few more teachers of color this year, we have a number of Somali students in our district but as of yet we have no Somali teachers. To reflect our current student population we would need to add 15 Asian teachers, 12 Black (including Somali) teachers, 3 American Indian and 20 Hispanic teachers.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Limit response to 200 words.

We continue to work with Equity Alliance to increase our recruitment and support for teachers of color and American Indian teachers. As a part of that partnership we are connecting our current teachers of color and American Indian teachers with affinity groups and networking meetings to provide them with greater support. We also contract with cultural liaisons to ensure that our students of color and their families are supported in their educational needs. Our goal is to establish our own in-district affinity groups and networking opportunities for our teachers of color and American Indian teachers to ensure they feel safe and supported as educators in our district.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Between fall 2020 and spring 2021, 80% of 3- to 5-year-old students in the Forest Lake Area Schools Early Childhood Program will increase their skills by at least one level in 5 of 8 literacy indicators on the Desired Results Developmental Profile (DRDP 2015).	<p>Only 7 of the 8 DRDP indicators were reported on.</p> <p>As of spring 2021, 82.5% of 3- to 5-year-old students increased their skills by at least one level in 4 of 7 literacy indicators reported on in the DRDP.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The Desired Results Developmental Profile (DRDPs) are administered to 3 to 5 years in the fall and the spring. Following each administration, data is disaggregated by student groups and analyzed to determine which students are above, at, or below proficiency.

Classroom teachers conduct the DRDP observational assessment and use results in classroom meetings and PLCs. As a part of their PLC work, teacher teams determine appropriate instructional interventions, administer them, and bring the data back to the PLC to discuss results. The data is used to design programming and also shared with parents so they can support their learning at home.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
During the 2021-21 school year, proficiency scores in reading for the 3 rd Grade All Students subgroup will increase from 50.0% in 18-19 to 58.0% in 20-21.	As of spring 2021, 49.7% of our 3 rd grade students scored proficient in reading.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data

quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

n/a

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

MCA-III Reading Test data for Grade 3. The data was evaluated as a whole as well as by ethnicity and by free or reduced lunch status.

Teachers leverage multi-tiered systems of support and Tier II interventions to support student learning. Teachers also used Reciprocal Teaching, Guided Reading, and phonics instruction in the primary grades as part of core instruction to increase students’ skills in literacy and reading comprehension.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>During the 2020-21 school year, the achievement gap between White students and Students of Color will decrease from 20.0% in 18-19 to 12.5% in Reading and from 19.6% in 18-19 to 12.8% in Math.</p> <p>During the 2020-21 school year, the achievement gap between non-FRPL eligible and FRPL eligible students will decrease from 21.3% in 18-19 to 14.2% in Reading and from 22.8% in 18-19 to 16.6% in Math.</p>	<p>As of spring 2021, the achievement gap between White students and Students of Color was 16.1% in Reading and 18.0% in Math.</p> <p>As of spring 2021, the achievement gap between non-FRPL eligible and FRPL eligible students was 15.7% in Reading and 21.4% in Math.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

N/A

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

MCA-III Reading and Math Test data for Grade 3-12 disaggregated for White students, Students of Color, FRP and non-FRP.

Teachers have received training in Culturally Responsive Teaching practices. Additionally, teachers meet regularly in PLCs to review evidence of student learning and determine needed interventions for specific students or groups of students. Elementary schools implement a 30-minute daily TARGET time, during which students are flexibly grouped to receive instruction specific to their areas of need. At the Middle School and High School teachers provide course-specific Tier II supports and leverage Advisory (MS) or Ranger Connect (HS) to provide additional supports for students. Students of color have the opportunity to meet with a cultural liaison to provide additional support for their educational needs.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>During the 2020-21 school year, the number of students taking a CTE (Career Technical Education) course at the high school level will increase from 65% to 75%.</p> <p>During the 2020-21 school year, the number of students taking a college credit bearing course will increase from 19% to 22%.</p>	<p>During the 2020-21 school year, the percent of students who took a CTE course at the high school was 86%.</p> <p>During the 2020-21 school year, the percent of students who took a college credit bearing course was 23%.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?

- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

On average, 73% of FLAHS graduates enrolled in college from 2014-2018 (SLEDS). A survey was given to students during the 2019-20 school year indicating that 88% of students hoped to earn a certificate or degree. Of our students of color in 2015, 48% enrolled in college. Of those students, 94% persisted into their 2nd year of college and 75% persisted into their 3rd year.

We continue to focus on PLP work and the development of a four-year course plan to help students identify the courses and opportunities that support their career interests. The high school is working to increase experiential learning opportunities to ensure students are exposed early and often to career opportunities and the necessary training/education required for careers of interest. Our goal is to ensure students graduating from high school have a clear idea of their career interests and how to best pursue those interests. Creation and distribution of a Career Pathway Guide which aligns elective course work, credentials, and student organization under each career cluster. A credit bearing advisory course designed to ensure students are assessing, exploring, and researching their career interests. Additionally, juniors are now expected to participate in a job shadow or career conversation experience.

All Students Graduate

Goal	Result	Goal Status
The four-year graduation rate for the district will remain steady at 90.2% for students graduating in 2020-2021 (19-20 data), comparable to the graduation rate for the 2019-20 (18-19 data year).	The district four-year graduation rate for students graduating in the 2018-19 accountability year (2019-20 data year) was 87.7%.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Four-year graduation rate data. This data was disaggregated for White students, Students of Color, FRP and non-FRP and Special Education.

Counseling services to support students with academic success, credit recovery opportunities, academic support opportunities through Ranger Connect. A software tool named Xello has been purchased to help students visually plan and track their progress to graduation.

2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

MDE understands this past school year (2020-21) brought on unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

Achievement and Integration

District Name: Forest Lake Area Schools ISD#831

A and I Contact: Brad Ward

Title: Teaching and Learning Coordinator: Equity and Engagement

Phone: 651-982-8327

Email: bward@flaschools.org

Annual Public Reporting

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.
 - The new reports are and meeting date are reported on [this page of the FLAS website](#)

Annual Public Meeting

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.
 - November 18, 2021

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
The proficiency gap between Students of Color/American Indian Students and White students for all grades tested for reading using the MCA within Forest Lake Area Schools will decrease from 19.9% in 2019 to 5% in 2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	19.9% proficiency gap between Students of Color/American Indian Students and White students in all grades tested for reading.	The proficiency gap between Students of Color/American Indian Students and White students in all grades tested for reading was 18.5%.	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

MCA-III Reading Test data for Grade 3-12 disaggregated among White students and Black, Indigenous and Students of Color.

We are working to increase engagement and access for traditionally underserved families by continuing to contract with African American, Hmong, Somali, American Indian and Latinx consultants to plan and coordinate family and student affinity groups; facilitate communication between district staff and English Learner families and students; create structures to provide families with the information, access and services they need in order to support their students’ academic achievement.

We are providing professional development for administrators throughout the district, staff Equity Leaders, and new educators focused on educational equity leadership and culturally responsive teaching strategies. We are also providing elementary students with programming aimed at increasing their culturally responsive leadership skills. The PD is targeted using an inventory developed by the Equity Steering Team.

The High School is in its third year of a partnership with Equal Opportunity Schools expanding the access of Advanced Placement and other college credit bearing courses offered to high school students.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Increase the number of 5th grade students trained in culturally responsive student leadership skills from 43% in 2020 to 100% in 2023.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	43% of 5th grade students were trained in culturally responsive student leadership	99% of 5th grade students participated in the CRSL series.	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The 8 session course is offered to all fifth grade students in the district. We record students attending or opting out of participation and by administering end of course surveys.

5th grade students are participating in a 8 session course focused on exploring their own cultural identity, strengthening their understanding of cultural, ethnic and racial differences and similarities, developing shared understanding of bias, culture, ethnicity, race, racism, privilege & stereotypes and strengthening

their leadership and conflict resolution skills in order to help facilitate a sense of belonging and community within their school. These sessions are facilitated by highly trained staff through Equity Alliance MN. This targeted intervention is designed to increase the cultural fluency, competency and interaction of the 5th grade students participating as well as creating a cadre of student leaders who will positively impact interactions between all students in their buildings.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
FLAS students equitable access to effective educators trained in culturally responsive teaching and/or leadership practices will increase from 22% in 2020 to 100% in 2023.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	22% of licensed staff were trained in culturally responsive teaching and/or leadership practices.	During 2021 45% of licensed staff received at least one session of culturally responsive teaching/leading P.D.	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Please note: If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

We will monitor the number of licensed staff trained in Culturally Responsive practices. We have expanded the number of teaching staff who have access to professional development focused on increasing their knowledge and skill in implementing culturally responsive curriculum and instruction in the classroom. We do this by focusing on implementation of Culturally Responsive Teaching PD for District Equity Leaders and new educators as well as by adding PD opportunities for all teaching staff through school-based sessions and after-school offerings. We are embedding PD around culturally responsive practices into our instructional review processes, including the purchase of curricular materials that are inclusive and promote multiple perspectives. We are building capacity within the Teaching & Learning Team and two departments through working with the Leadership Academy. The Equity Steering Team is shaping an Equity Inventory for non-licensed staff providing direction for the appropriate culturally responsive training. We continue to provide administrators with focused culturally responsive leadership PD in order to ensure that district policies and procedures are not contributing to inequities. The focus of all of this professional development will be to create safe, equitable, and culturally affirming learning environments for students that will support their academic success.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

The cross-district Youth Executive Board offered through Equity Alliance MN and Indigenous Leaders Circle offered through South St Paul has provided FLAS students with powerful connections across differences as well as deep leadership experiences. Students involved in these integration strategies were not only impacted by these experiences but also brought the knowledge, skills and confidence they gained back to the district. For example, students participating in YEB have begun to put together a framework for an elective Ethnic Studies course. Students involved in cross-district and in-district student programming also played a role in increasing integration within the district by giving voice to inequities in their learning environments. For example, students advocated for more culturally responsive and relevant curriculum and instruction. Their advocacy pushed the district to take concrete steps toward making changes in this area. These changes will increase integration within the district by engaging and including more Students of Color and American Indian students in the learning process.

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

The year presented multiple model shifts with students starting in-person, shifting to distance learning in the middle of the year and finishing in person. We began in-person meetings for YEB, but quickly shifted to virtual. To accommodate MDH and district regulations for meetings, our student and adult affinity-based groups switched to virtual formats. The shifts along with pandemic fatigue resulted in significantly reduced attendance despite many different attempts at incentivizing attendance. Our Culturally Responsive Student Leadership program for 5th grade students was delivered virtually from an outside presenter to a classroom of students. Technology glitches and screen fatigue limited the impact of the first district wide rollout of this program.

Our challenges with screen-based meetings and gatherings reinforced the importance of meeting in person when possible. Our PD has continued as a mix of virtual and in-person taking advantage of the convenience that online formats allow.

Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: There are no racially identifiable schools within Forest Lake Area Schools.