

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

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

District Integration Status: V

Superintendent: Dr. Steve Massey

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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.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. 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.

1. #623, Roseville Area Schools RI - Racially Isolated
2. #834, Stillwater Area Public Schools A- Adjoining
3. #6, So. St. Paul Public Schools A - Adjoining
4. #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: Jeff Peterson

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: 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)

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 Equity 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: The proficiency gap in reading between Students of Color/American Indian Students and White students for elementary students (grades 3-6) within Forest Lake Area Schools will decrease from 18.1% in 2022 to 5% 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

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 for historically marginalized 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 of Color and American Indian families by contracting with cultural consultants and liaisons from the communities represented by our students including African American, East African & Somali, Latine, Hmong and American Indian. Should the need for additional cultural liaisons per staff or family requests or through demographic change we will explore additional support. These consultants/liaisons will create and facilitate affinity groups for students & families, plan community cultural events and celebrations, provide interpreting and translation services for families who are English Learners. 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 historically marginalized groups the district seeks to increase academic achievement and engagement. FLAS will work with consultants to have a representative group of parents/community members on the District’s Equity 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 historically marginalized students and families.	5	7	9
Increase the number of family centered events focused toward the needs & experiences of historically marginalized students and families.	3	4	5

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 reading proficiency by 5% annually for Students of Color/American Indian students from a baseline of 35.8% 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 - Culturally Responsive Learning Environments.

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 culturally responsive curriculum and instruction in the classroom. We will do this by continuing to provide PD for District Equity 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 culturally responsive practices into our instructional review processes, including the purchase of curricular materials that are inclusive and promote multiple perspectives providing the opportunity for students to see themselves represented in the curriculum. We will provide classified staff with professional development as identified in their educational equity inventory results to increase their understanding of cultural differences and their ability to create culturally inclusive environments and programming. We will do this by providing periodic educational equity surveys adapted by the district Equity Steering Team specific staff groups such as bus drivers, food service and others. We will increase opportunities for students to learn about cultural differences, inclusion and their role (along with adults) in standing up to and/or reporting hate speech, cultural intolerance and exclusion. Finally we will increase the number of district administrators and teachers who participate in professional development related to culturally responsive teaching and/or school leadership in order to ensure that district policies and procedures are not contributing to inequities. The focus of this professional development will be to create safe, equitable, and culturally affirming 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 culturally responsive practices, antibias practices will increase by 10% each year. 2022 baseline is 0%	10%	20%	30%
The number of licensed staff participating in District Equity Leaders will increase by 5 each year. 2022 baseline is 18.	23	28	33
Pre and post staff self-assessment will reflect increase in staff cultural competence 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 culturally responsive practice, antibias or educational equity will increase by 10% each year.	Base	+10%	+10%
The percentage of community members participating in the Equity 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 - Student Programming.

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 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.

The disruption caused by the Covid-19 pandemic disrupted many of our planned student programming and integration activities in the previous plan. It also created the ability to think more creatively for how we and partner districts create integration opportunities for our students allowing for hybrid options so students wouldn't need to travel each time for some of our integration activities.

We will continue to provide student programming as a targeted intervention to support all students, including students of color, white students, and American Indian students in increasing their cultural competence and sense of belonging in integrated settings leading to increased student engagement with the school community and increases in academic achievement. This programming includes affinity groups organized around a particular cultural identity or ethnicity as well as equity and/or affinity focused groups at the high school, community school, middle school and elementary educational levels. Each of these groups are not only open to all students but have student members from a broad range of ethnicities. Outcomes include increased cross-cultural competency, strengthened cultural identity and increased student engagement.

We will also continue providing cross-district programming for integrated groups of students designed to increase their cultural fluency, competency and positive interactions across differences. This programming includes a cross-district student equity leadership partnership at the high school level with racially isolated districts. (Roseville at the high school level) and additional partner districts, Stillwater, Inver Grove Heights, South St Paul with the potential for more schools.

To enhance the experience of students involved in all student programming, the district staff and/or consultants who support these groups will receive training to increase their ability to facilitate discussions around identity, power and privilege as well as effective facilitation of experiential learning and racial/cultural understanding.

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

- High School partnership – FLAS students (Student Equity Leaders) are partnered with students from racially isolated district for cross-district, integrated learning opportunities for multiple days throughout the school year. Activities focus on learning about, identifying and taking action on equity issues. Outcomes includes increased cultural competence and culturally responsive leadership. Participation in the Student Equity Leaders group is open to all high school students. This program has not resumed post pandemic. The high school students are eager to resume.
- Youth Executive Board – High school students from multiple districts meet afterschool on a weekly basis throughout the school year to develop leadership, racial, and cultural understanding, teambuilding skills, and do a service-learning project based on educational equity. Participation is open to all students in participating districts via an application process.

This activity is designed to address racial enrollment disparities between FLAS and Roseville, a racially isolated school district. The percentage of BIPOC students enrolled in FLAS is 17.6%. The percentage in Roseville is 58.9%. YEB involves students from multiple school districts, including students from FLAS and Roseville. The focus of YEB activities is on integration outcomes, including awareness of cultural identity, cultural differences and creating cross-cultural connections.

- 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: High School, Community School, 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 who participate in Student Affinity/Equity Groups will increase by 15% each year. 2022 baseline is 125.	143	165	190
The number of students participating in cross district partnerships will increase by 20% each year. 2022 baseline = 25.	30	36	43
Pre & post student self assessment will reflect an increase in students' sense of belonging in the school increasing by 10% each year through affinity group participation. 2023-2024 is baseline year	Base	+10%	+10%

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

Goal #2: The proficiency gap between Students of Color/American Indian Students and White students for elementary students (grades 3-6) within Lino Lakes STEM Elementary School in math will decrease from 7.7% in 2022 to 1.6% in 2026 and in science (grade 5) 30.4% in 2022 to 6.1% 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 # 4 - Enhanced and Focus Science, Technology, Engineering and Mathematics programming.

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. Lino Lakes Elementary has the most diverse student body

in the FLAS district. Utilizing the STEM framework will seek to create engaging opportunities and lessons to increase student proficiency, especially in historically marginalized groups. 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 council will seek to at least match the school's demographic composition. The school will create additional STEM programming designed to attract all students reflective of the school's demographic make-up. This programming may include STEM/STEAM clubs, summer STEM/STEAM camps, focused STEM/STEAM training in culturally responsive ways through co-teaching and/or coaching with a STEM mentor. This focused STEM work will look to encourage and support students who historically 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 BIPOC students participating in STEM enrichment opportunities will increase by 10% from the 2023-2024 baseline year.	Base	+10%	+10%
The percentage of students eligible for FRPL 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 of Color/American Indian students 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 - Culturally Responsive Learning Environments.

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 increase in Lino Lakes staff cultural competence and belief that the training will inform their instructional practices.	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 culturally responsive practice, antibias or educational equity will increase by 10% each year.	Base	+10%	+10%
Enter KIP.			

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

Goal #3: We will increase by 5% each year from 2023-2026, the number of students who indicate that they Strongly Agree or Agree that their experiences with Culturally Responsive Student Leadership program elevate and make visible ALL narratives.

Strategies

Strategy Name and # 5 - Culturally Responsive Student Leadership

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

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

Goal type: Integration

We are currently offering Culturally Responsive Student Leadership programming in each of the district's six elementary schools. In these schools, all 5th grade students are participating in a year-long process 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 StoryArk. Our initial goal was with participation. Having met that goal, we are seeking to measure their growth in the following ways and areas:

Through the art of storytelling, and by understanding the story arc and how it builds empathy and understanding, students will:

- ~ Recognize themselves as leaders
 - ~ Better understand themselves and their classmates
 - ~ Build impactful relationships with their classmates
 - ~ Feel like they are part of an accepting space for self expression
 - ~ Claim a sense of identity, pride and empowerment
- ~ Elevate and make visible ALL narratives

Location of services: District Elementary Schools (Columbus, Forest Lake, 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 Culturally Responsive Student Leadership 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 Culturally Responsive Student Leadership build impactful relationships with classmates	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 Culturally Responsive Student Leadership feel safe in their classroom	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 Culturally Responsive Student Leadership claim a sense of identity, pride, & empowerment	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 BIPOC students 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 racial and economic achievement gaps between students are closed.

Goal type: Enter one of the following: Integration

Strategies

Strategy Name and # 6 - Equitable 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 in ways that are culturally responsive along with differentiation tips when working with historically marginalized students.

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 BIPOC students/families attending the summer kick-off to the rigorous course programming by 10% each year.	Base	+10%	+10%
Increase the number of BIPOC students regularly meeting/checking in with the achievement specialist by 10% each year.	Base	+10%	+10%
Increase the number of students/families eligible for FRPL 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 FRPL 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: FLAS students equitable access to effective teachers educators trained in culturally responsive teaching and/or leadership practices using FLAS tiers of culturally responsive teaching:

- For Tier 1 (culturally responsive book teaching book study) from 15% in 2021-2022 to 35% in 2025-2026.
- For Tier 2 (culturally responsive coaching through Danielson Framework) by 10% each year from 2023-2024 to 2025-2026.
- For Tier 3 (culturally responsive teaching competencies) by 10% each year from 2023-2024 to 2025-2026.

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:

- Teacher Equity

Strategies

Strategy Name and # 7 - Focused Culturally Responsive Learning Environments.

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 toward improving the cultural competency of its staff for the past several years starting with antibias work with administrators and teacher leaders to working toward small steps in amplifying this work throughout the district. To help take this work to the classroom level in a more coordinated way that includes coaching in the classroom, FLAS is working on a framework for culturally responsive competencies. The first tier includes a guided introduction to the culturally responsive teaching pedagogy as described by Zaretta Hammond. To move from the concept of a series of tools to informing daily practice, the next level will be centered around 8 culturally responsive teaching competencies that touch on topics such as collaboration with families/local communities, high expectations for all students, communication in linguistically and culturally responsive ways, reflecting one's own cultural lens and bringing real world issues into the classroom to name a few. Additionally, in our early work with culturally responsive teaching the number one ask from teachers is I understand, but what does it look like in my role from guidance counselor to second grade teacher to math teacher. The third tier of focused culturally responsive learning environments includes coaching from the already established FLAS Q-comp peer coaches, but with a focus on cultural responsiveness using the Danielson frameworks, the district's coaching and evaluation model for teachers.

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 culturally responsive teaching book study will increase from 15% to 35%.	21%	27%	35%
The percentage of teachers who choose to receive culturally responsive coaching as part of their peer coaching will increase by 10% each year.	Base	+10%	+10%
The percentage of teachers who choose to participate in FLAS culturally responsive coaching competency framework 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 - Culturally Responsive Learning Environments.

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 Equity Leaders will increase by 5 each year. 2022 baseline is 18.	23	28	33
Pre and post staff self-assessment will reflect increase in staff cultural competence 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 culturally responsive practice, antibias or educational equity 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 # 8 - Diverse Staffing

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

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

Narrative: Support the retention of Black, Indigenous, People of Color (BIPOC) teachers in the district to provide students and staff with access to professionals of color in order to increase the diversity of voices and perspectives represented in the district and to support the academic achievement of BIPOC students. Ensure that new BIPOC staff have access to in-district support and mentorship. The district will offer coaching for BIPOC staff as well as conduct “stay interviews” designed to hear the experiences directly from licensed staff of color in order to improve the support that the district provides for them.

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%
Increase the percentage of teachers who identify as people of color by 1% each year.	3%	4%	5%
Increase the percentage of teachers who identify as people of color who participate in Stay Interviews by 5% each year.	Base	+5%	+5%

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

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 facilitated by StoryArk 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 facilitated by StoryArk 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.