

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 831 Forest Lake

Area Schools:

District Integration Status: Voluntary

Superintendent: Dr. Steve Massey

Phone: 651-982-8103

Email: smassey@flaschools.org

Plan submitted by: JP Jacobson

Title: Director of Teaching & Learning

Phone: 651-982-8115

Email: jpjacobson@flaschools.org

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.

1. #623, Roseville Area Schools RI - Racially Isolated
2. #834, Stillwater Area Public Schools A-Adjoining
3. #624 White Bear Lake Area Schools A-Adjoining
4. Enter text here. Choose district status.

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 (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text 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.

School Board Approval

☐ We certify that we have approved this Achievement and Integration 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: Dr. Steve Massey

Signature:

Date Signed: Enter date.

School Board Chair: Curt Rebelein Jr.

Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** 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). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** 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 on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Multidistrict Collaboration Council

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Jacqueline Bayless	Equity & Family Support, Stillwater Area Schools	baylessj@stillwaterschools.org
Maura Weyandt	Assistant Superintendent, Roseville Area Schools	maura.weyandt@isd623.org
Brenton Shavers	Director of Equity and Achievement, White Bear Lake Area Schools	brenton.shavers@isd624.org
Brittany Hirsch	Equity & Family Support Coordinator, Forest Lake Area Schools	bhirsch@flaschools.org
Brad Ward	Teaching & Learning Coordinator, Forest Lake Area Schools	bward@flaschools.org
Heidi Wiberg	FLAS AIPAC Chair	flasaipac@gmail.com
Jenny Stiegenberg	FLAS AIPAC Parent Member	smileyjs3@gmail.com
Rebecca Wolf	FLAS AIPAC Parent Member	rlswolf1@gmail.com

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.

For the 25-26 School Year, the FLAS received internal feedback from the Curriculum, Instruction & Equity Committee along with the American Indian Parent Advisory Committee. There was support to continue with the goals of the previous plan with updated percentages. The 24-26 FLAS A&I plan had many amendments to it in the spring of 2025. The representatives from the partner districts were seeking more integration options to supplement the work of achievement.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (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

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

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 59.7% in Spring of 2025 to 74.7% in Spring of 2029 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 19% in Spring of 2025 to 7% in Spring of 2029. Reading proficiency as measured by the Reading MCA-IV for students in grades 6-8 eligible for Educational Benefits will increase by 10% in Spring 2029 from the 2026 baseline proficiency.

Goal type: Achievement

To add goals, copy the two lines directly above and paste them below the KIPs for 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* drop-down menus 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).

Copy and paste the strategy section below for each additional strategy.

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:

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 family engagement. 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 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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the reading proficiency by 5 percentage points annually in the MCA IV reading test for Students who are eligible for Educational Benefits from the 2026 baseline for the new test.	+5%	+5%	+5%
Increase the percentage of families attending K-5 school conferences from the 2026 baseline by 3 percentage points annually.	+3%	+3%	+3%
Increase the percentage of families accessing the guardian access in NextPath from the 2027 baseline by 5% points each year.	+5%	+5%	+5%

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:

We will continue to provide great access for professional development focused on meeting the unique needs of every student and family in the district by increasing their knowledge and skill in implementing curriculum and instruction accessible to each student in the classroom. We will do this by providing 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 and coaching via peer and instructional coaches. We will 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 all students, especially those with unique needs 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 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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of staff members using the District's NextPath data visualization tool by 10% from the 2027 baseline.	baseline	+10%	+10%
Increase the number of staff attending PD outside of school hours focused on data usage and decision making to meet the needs for each student from the 2027 baseline by 10% each year.	baseline	+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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ 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. Principals will work directly with counselors using the district's data visualization tool, NextPath, to monitor attendance and other data points. 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. Our goals and strategies will be in tight alignment with the work of District's MTSS Leadership team and implementation of its MTSS plan.

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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase consistent elementary school attendance for all students by 2 percentage points each year	Base	+2%	+2%
Increase consistent attendance for students eligible for Educational Benefits by 5 percentage points each year	Base	+5%	+5%
Increase Middle School afternoon activity bus ridership from the 2026 baseline by 10% each year.	+10%	+10%	+10%
Increase Literacy Coaching Meetings with Teachers at Forest View from the 2026 baseline by 10% each year.	+10%	+10%	+10%

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:

- ☒ 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:

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 secondary 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 White Bear Lake.

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.

- I. Middle School Business Academy - Rising 7th and 8th grade students engage in this partnership among Forest Lake, Stillwater, American Indian Magnet School, St Paul, Inver Grove Heights, Rosemount-Eagan-Apple Valley and the University of Minnesota Carlson School of Management, providing 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.
- II. Forest partnership - Intermediate level students at Linwood will be working with peers from Willow Lane Elementary School in White Bear Lake increasing their academic, social emotional, and leadership skills in relevant and integrated learning experiences.
- III. Opportunities to work with students from Stillwater and Roseville Area Schools in summer storytelling and writing camps increasing their abilities to communicate their experiences using the written word.

Location of services:, K-12 Districtwide

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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
We will continue to increase the number of students participating in summer cross district partnerships.	35	40	45
By 2029, at least 90% of the students will be able to name the peer from another school and describe a specific detail about them or their interaction.	85%	88%	90%
Enter KIP.			

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 38.2% in 2025 to 50% in 2029 and in grade 5 science from 25% in 2025 to 45% in 2026 .

Goal type: Achievement

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teacher |

Narrative:

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. Working with a science coach, school STEM leaders have created a theme for each month to leverage in their lessons. Students use technology and virtual studies to solve problems in new ways. Lino Lakes Elementary STEM School will have 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

These indicators are the evidence you will use to document how well each strategy is being implemented and whether 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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 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 2025-2026 baseline year.	Base	+10%	+10%

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 2027	Target 2028	Target 2029
Increase the math proficiency by 5% annually for Students eligible for Education benefits at Lino Lakes Elementary from a baseline of 38.2% in 2025.	42.2%	46.2%	50%
Increase the science proficiency by 5% annually for Students eligible for Education benefits at Lino Lakes Elementary from a baseline of 25.0% in 2025.	35%	40%	45%

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:

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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase STEM Coaching Meetings with Teachers at Lino Lakes from the 2026 baseline by 10% each year.	+10%	+10%	+10%
Increase STEM Coaching modeling classroom lessons for students at Lino Lakes Elementary from the 2026 baseline	+10%	+10%	+10%
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%
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).

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Goal #3:

The 4-year graduation rate for Forest Lake Area High School students eligible for Education Benefits will increase from 88.9% in 2024 to 93% by the 2028 school year.

Goal type: Achievement

Strategies

Strategy Name and # 6 - 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:

Previous plans had strategies 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 rigorous courses which we define as those where students are able to earn college credit such as Advanced Placement, College in the Schools courses, FLHS 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. The Achievement Specialist will track student progress via the district's data visualization tool, NextPath, along with checking in with teachers and students. We have begun to lay groundwork and want to enhance the work of the Achievement Specialist to continue to enhance rigorous course enrollment and success for students who have typically not enrolled in these courses.

High school students will also have the opportunity to participate in a cross-district leadership program along with 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.

The Achievement Specialist will collaborate with the Liaison for American Indian students and families to track credits, attendance for Native students.

Location of services: **High School**

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether 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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 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 starting with the 2026 base 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 starting with the 2026 base year.	Base	+10%	+10%
Increase High School/Community School afternoon activity bus ridership from the 2026 baseline by 10% each year.	+10%	+10%	+10%

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

Goal #4:

In alignment with the leadership development program and Junior Achievement - BizTown, we will increase the number of 5th grade students who indicate they have gained leadership skills, including communication, teamwork, and problem-solving from 64% in 2025 to 80% in the 2028-2029 school year.

Goal type: Achievement Disparity

Strategies

Strategy Name and # 7 - Leadership Academy & Junior Achievement

Type of Strategy:

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:

The Leadership Academy 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 Leadership Academy teaches students a variety of leadership skills, including the development of self-awareness and confidence; recognition and celebration of differences and similarities among peers; understanding and practicing effective communication; building leadership skills and teamwork strategies and exploring the effects of personal decisions. Key concepts center of identifying the unique character strengths, skills, interests, culture and experiences.

The students move from Leadership Academy 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 Academy. 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

These indicators are the evidence you will use to document how well each strategy is being implemented and whether 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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of students who indicate that they Strongly Agree or Agree that their experiences with Junior Achievement see themselves as leaders starting by 5% each year from 64% in 2024-2025.	69%	+74%	+80%
Increase the number of students who indicate that they Strongly Agree or Agree that their experiences with Junior Achievement build impactful relationships with classmates by 5% each year from 66% in 2024-2025.	71%	+76%	+81%
Enter KIP.			

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

Goal #5:

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 at least a C grade through the duration of the course from 42.8% in 2024-2025 to 52.8% in 2028-2029.

Goal type: Integration

Strategies

Strategy Name and # 6 - Opportunities in Rigorous Coursework

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

- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative:

See Strategy #6 above

Location of services: High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether 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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	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 from the base in 2027.	Base	+10%	+10%

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 2027	Target 2028	Target 2029
Increase the number of students/families eligible for Education Benefits regularly meeting/checking in with the achievement specialist by 10% each year from the 2026 baseline.	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 by 10% each year from the 2026 baseline	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 from 33.1% in 2024-2025 to 50% in 2028-2029.

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:

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 has developed a framework to help teachers connect with all students, based on data supported practices 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, this 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 goals based focus on implementing these practices using the district's established teaching framework. This goal will complement training new educators are receiving through their induction program with the catalyst approach. The Q-Comp program will enhance educators ability to meet the needs of each student by:

- An updated Danielson rubrics used in all educator evaluations include accessible for all students “look-fors” that are centered on best practices, inclusion and belonging, and high standards for all students.
- Q Comp peer coaches (who see every educator) are receiving PD in having data/student focused conversations around accessible for all students topics with their coaches

Location of services: **Districtwide**

Key Indicators

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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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The number of professional development sessions led by peer coaches or teachers leaders focused on meeting the needs of each student will increase from the 2026 baseline of 10 by 5 each year.	15	20	25
Enter KIP.			
Enter KIP.			

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 Achievement & Integration Plan creates efficiencies by implementing a multidistrict collaborative for planning and implementing integration activities. We have accessed this planning both with our partner schools representatives and more broadly through the Metro Area Equity Leaders network. Each of these groups meets once a month to share ideas and problem solve meeting the needs of each student. Working with outside partners to consider activities and opportunities to provide integration activities for partner districts

reduces redundancy in the development and implementation of these programs and activities. Participation in A&I groups 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 present and past, Goals and Strategies to other district initiatives and funding sources, including the Comprehensive Achievement and Career Readiness Plan, American Indian Education Plan and funding as well as the district's 2020 Strategic Plan and the work from the district's engagement with the community to generate the 2019 Equity Framework.
