



2021–22 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: Forest Lake Area Schools

WBWF Contact: John-Paul Jacobson

Title: Director of Teaching and Learning

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A&I Contact: Brad Ward

Title: Teaching and Learning Coordinator over Equity and Engagement

Phone: 651-982-8327

Email: bward@flaschools.org

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

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans 2020–22 SY)

Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 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

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 2021–22 SY.

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 SY: **November 19, 2022**

Goals and Results

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
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p><i>Between fall 2021 and spring 2022, 30% of 3- to 5-year-old students in the Forest Lake Area Schools Early Childhood Program will increase their developmental level in at least half of the Language and literacy skills on the Desired Results Developmental Profile (DRDP 2015), using one of the views (as determined by the number of hours students attend school).</i></p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>As of spring 2022, 43.5% of 3- to 5-year-old students increased their developmental level in at least half of the language and literacy skills on 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>

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p><i>During the 2021-22 school year, proficiency scores in reading for the 3rd Grade All Students subgroup taking the MCA will increase from 49.7% in 20-21 to 58.0% in 21-22.</i></p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>As of spring 2022, 49.3% of our 3rd grade students scored proficient in reading.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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 type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p><i>During the 2021-22 school year, the achievement gap between White students and Students of Color will decrease from 24.3% to 12.5% in Reading and from 18.0% to 11.5% in Math.</i></p> <p><i>During the 2021-22 school year, the achievement gap between non-FRPL eligible and FRPL eligible students will decrease from 21.4% to 14.0% in Reading and from 15.7% to 11.5% in Math.</i></p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>In 2021-22 the achievement gap between White students and Students of Color was 18.2% in reading and 19.8% in math.</p> <p>In 2021-22 the achievement gap between non-FRPL students and FRPL students was 18.2% in reading and 18.5% 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>

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p><i>During the 2021-22 school year, the number of students taking a CTE (Career Technical Education) course at the high school level will increase from 86% to 88%.</i></p> <p><i>During the 2021-22 school year, the number of students taking a college credit bearing course will increase from 23% to 25%.</i></p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The percent of students who took a CTE course was 91.7%.</p> <p>The percent of students who took a college credit bearing course was 24%.</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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p><i>The four-year graduation rate will increase from 82.8% for students graduating in 2020-2021 (19-20 data) to 86% for students graduating in 2021-22 (20-21 data year).</i></p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The district four-year graduation rate for students graduating in the 2021-22 accountability year (2020-21 data year) was 84.1%.</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 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>

Repeat table for additional graduation goals as necessary.

2021–22 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 was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2021–22 A&I plan goals for each of those schools were on track or have been met.

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 2021–22 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 2021–22 SY.

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District and Contact Information

District Name: Forest Lake Area School District

A and I Contact: Brad Ward

Title: Teaching and Learning Coordinator over Equity and Engagement

Phone: 651-982-8327

Email: bward@flschools.org

Complete the tables below if you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
The proficiency gap between Students of Color/American Indian 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 18.1%.	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Increase the number of 5 th grade students trained in culturally responsive student leadership skills from 43% in 2020-100% 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 5 th grade students were trained in culturally responsive student leadership.	98% of 5 th 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

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>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.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity</p>	<p>22% of licensed staff were trained in culturally responsive teaching and/or leadership practices.</p>	<p>During 2022, 60% of licensed staff received at least one session of culturally responsive teaching/Leading PD.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met</p>

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 2021–22 SY. 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