

World's Best Workforce and Achievement & Integration Public Meeting

Thursday, November 16, 2023, 6:00 pm
Forest Lake Area Schools



What is the WBWF?

- Minnesota Statutes 2013, section 120B.11
- Directs schools districts to develop comprehensive, long-term strategic plan to support and improve teaching and learning
- Aligns existing district plans that are aimed at supporting student achievement and preparing students to be successful 21st century citizens



WBWF in Forest Lake

FOREST LAKE AREASCHOOLS STRATEGIC PLAN 2020-2025



OUR BELIEFS:

We believe that in Forest Lake Area Schools:

Educational equity is the foundation for everything we do
All students deserve highly qualified, high performing educators
Each student can learn and excel in an environment developed to meet their individual needs
Each individual has value for their diverse talents, background and cultures
Collaboration between school, home and community has a positive impact on all stakeholders
Transparency and open communication are the hallmarks of an educational community that builds trust and strong partnerships
The best interest of each student guides all decisions

OUR VISION:

Excellence for Every Student Every Day

OUR MISSION:

Prepare and empower every student to thrive in and contribute to an ever-changing world

OUR STRATEGIC FOCUS AREAS:



Excellence in High Quality Instruction

GOAL 1

Achieve the goals of the World's Best Workforce for all students in the school district.

GOAL 2

Attract, develop and retain highly qualified, high-performing educators.



Excellence in Equitable Learning Opportunities

GOAL 3

Identify and transform systems that contribute to inequities.



Excellence in Career, College and Future Preparedness

GOAL 4

Develop and enhance each student's academic, technical, and professional skills to equip them in identifying and preparing for their career path.

GOAL 5

Engage students in learning systems that foster life skills both in and out of the classroom.



Excellence in Fostering Personal Well-Being in a Safe and Respectful Environment

GOAL 6

Create a safe, inclusive learning environment that fosters personal well-being.



Excellence in Collaboration with Families, Partners, and the Community

GOAL 7

Provide communication that enhances collaboration between our schools and families.

GOAL 8

Seek out, enhance and build family and community partnerships to meet the needs of each student.



Excellence in Communication and Outreach

GOAL 9

Create a community of communities.

GOAL 10

Promote and celebrate the opportunities that make the Forest Lake Area School District an education leader.

Alignment also within:

- Title Programs
- Q Comp
- TDE
- School Readiness
- Achievement & Integration
- State Indian Education Plan
- College & Career Readiness



WBWF - Five Broad Goals

- All students are ready for school
- All third graders achieve grade-level literacy
 - Adjusted essentially to students at all grade levels and removed from the WBWF reporting
- All racial and economic achievement gaps between students are closed
- All students are ready for career and college
- All students graduate from high school



Annual District Timeline

- **August** - District Data Retreat
- **September - October** - Update District and School Goals & District Student Achievement Data; Analyze Results of Previous Year's Goals
- **November** - Hold Annual Public Meeting
- **December** - Submit WBWF and A&I Summary to MDE
- **January - September** - Monitor the Current Year's Plan and Goals



Equitable Access to Excellent Teachers

Data to Ensure Equitable Access

- FLAS Department of Administration & Human Resources - maintains data on teachers, including demographic data, number of years experience, professional degrees, licensure areas, and evaluation results
- Title I Comparability Report - ensures equitable support for schools with higher populations of students who are eligible for Free and Reduced Price Lunch (FRPL)



All Students Ready for School

22-23 Goal: In the domain of Approaches to Learning Self-Regulation, the percentage of 4 year old students enrolled in the Early Childhood Programs and who were administered the DRDP rated as Integrating will increase from 29% in Spring of 2022 to 30% in Spring 2023.

Results: *As of spring 2023, 31% of 4-year-old students were rated as Integrating on the DRDP in the domain of Approaches to Learning Self-Regulations.*



Read Well by 3rd Grade

22-23 Goal: During the 2022-23 school year, proficiency scores in reading for the 3rd Grade All Students subgroup will increase from 49.3% in 21-22 to 58.0% in 22-23.

Results: As of spring 2023, 46.9% of our 3rd grade students scored proficient in reading.



Closing the Achievement Gap

22-23 Goal: The achievement gap between White students and Students of Color will decrease from 18.2% to 9.4% in Reading and from 19.8% to 11.5% in Math.

Results: In 2022-23 the achievement gap between White students and Students of Color was 21.6% in Reading and 19.6% in Math

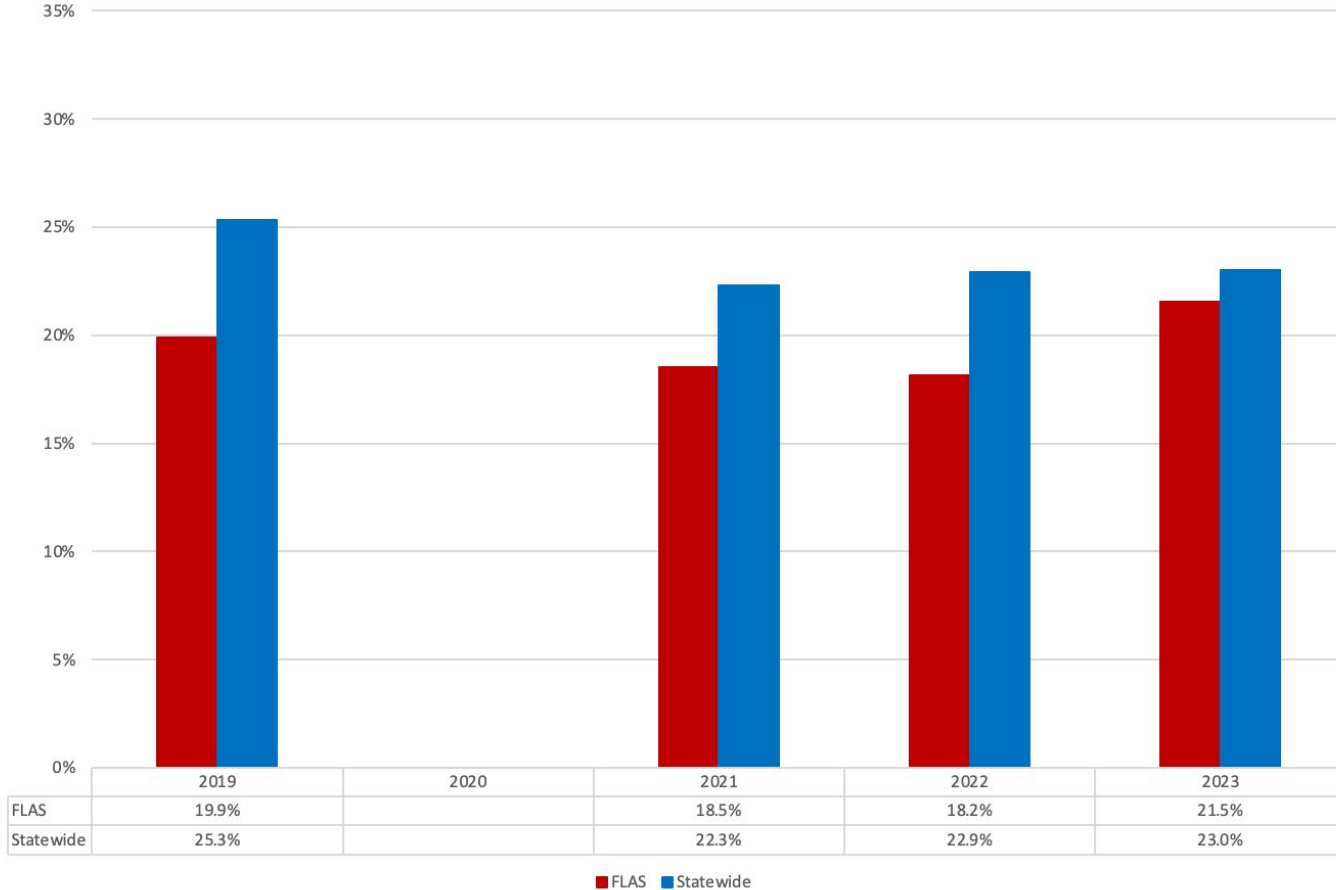
22-23 Goal: The achievement gap between non-FRPL eligible and FRPL eligible students will decrease from 18.2% to 10.8% in Reading and from 18.5% to 11.5% in Math.

Results: In 2022-23 the achievement gap between non-FRPL students and FRPL students was 20% in Reading and 22.5% in Math



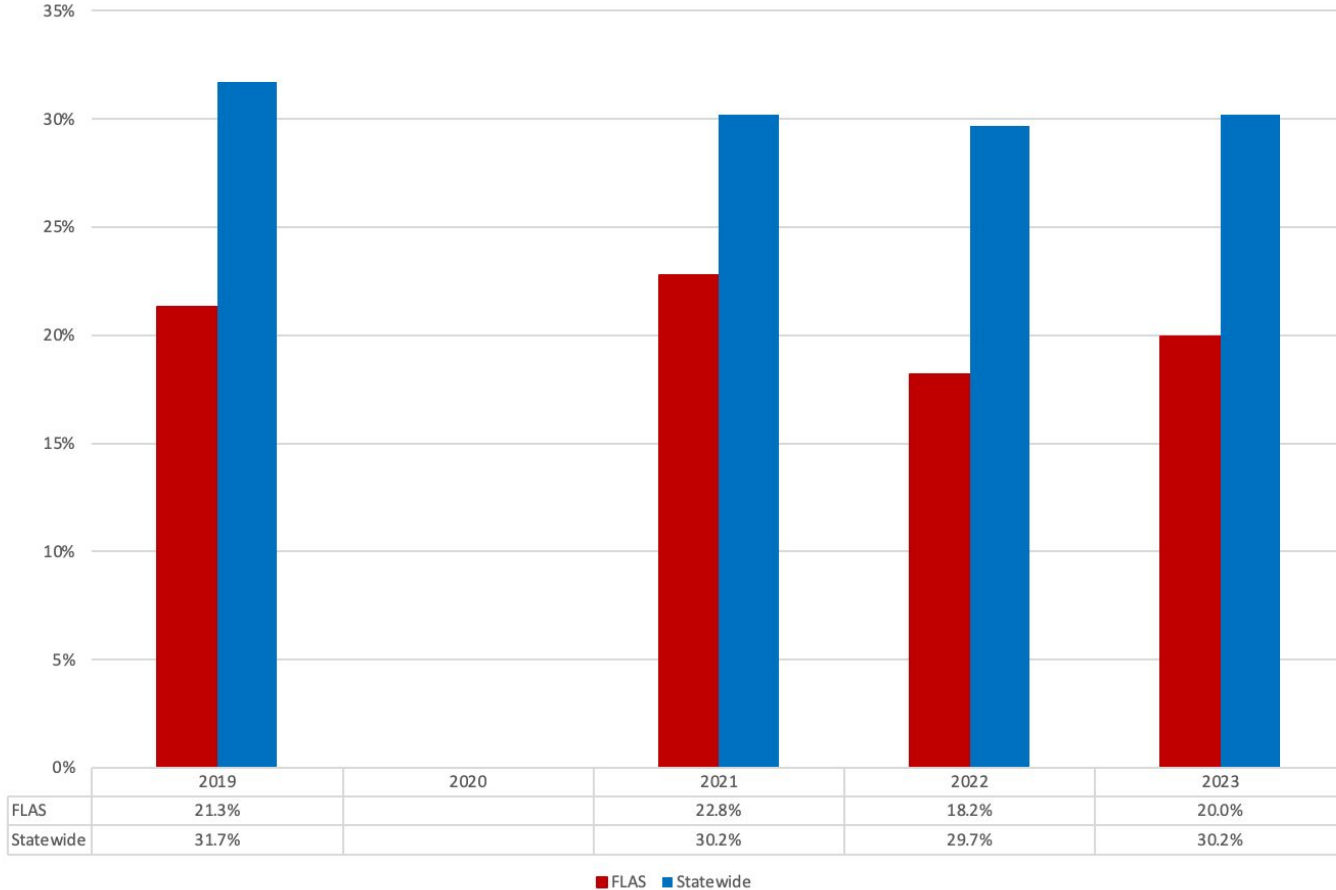
Reading

2019 to 2023 Gap in MCA-III Reading Proficiency
Statewide and FLAS, Between White Students and Students of Color



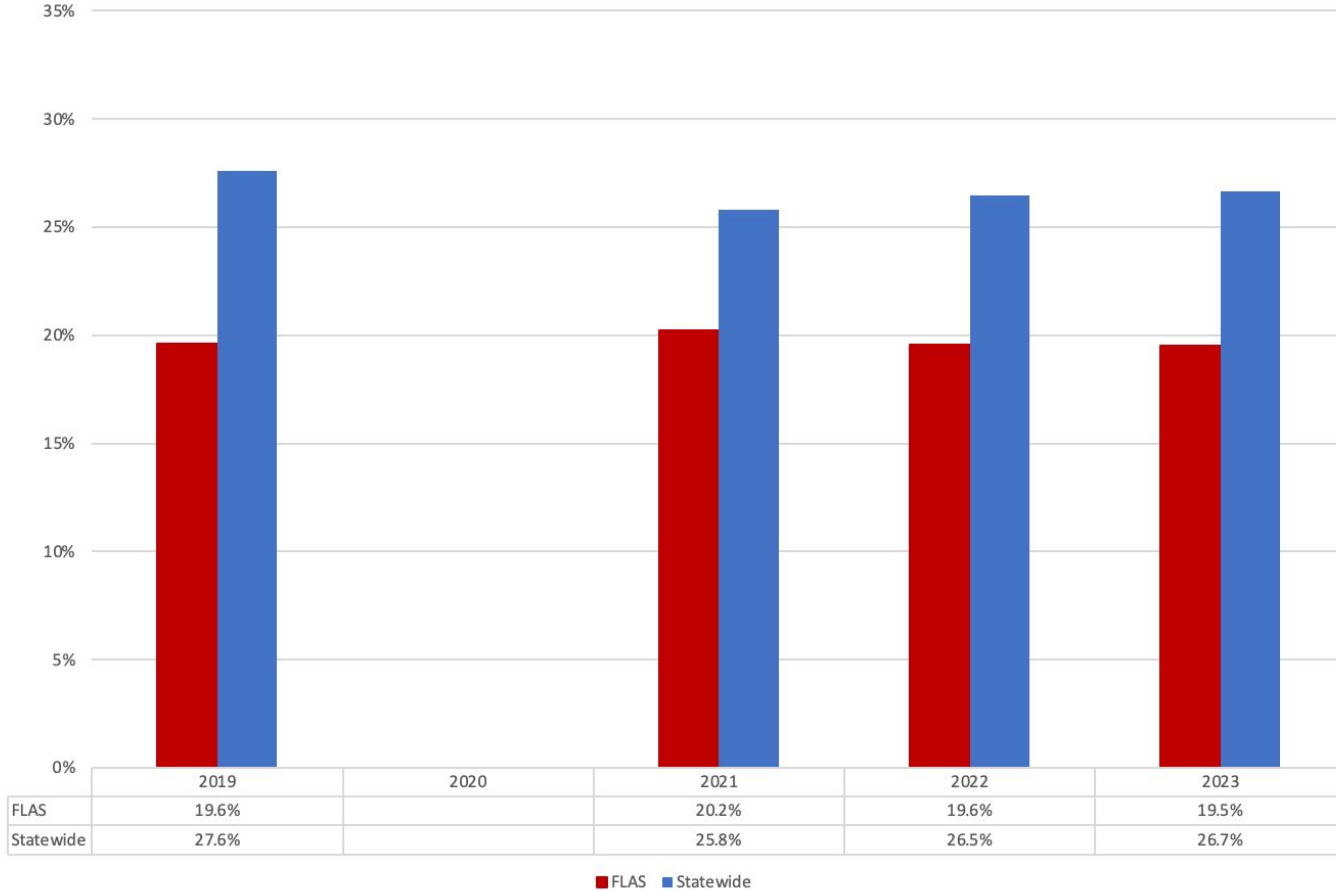
Reading

2019 to 2023 Gap in MCA-III Reading Proficiency
Statewide and FLAS, Between Students Eligible and Not Eligible for FRPL



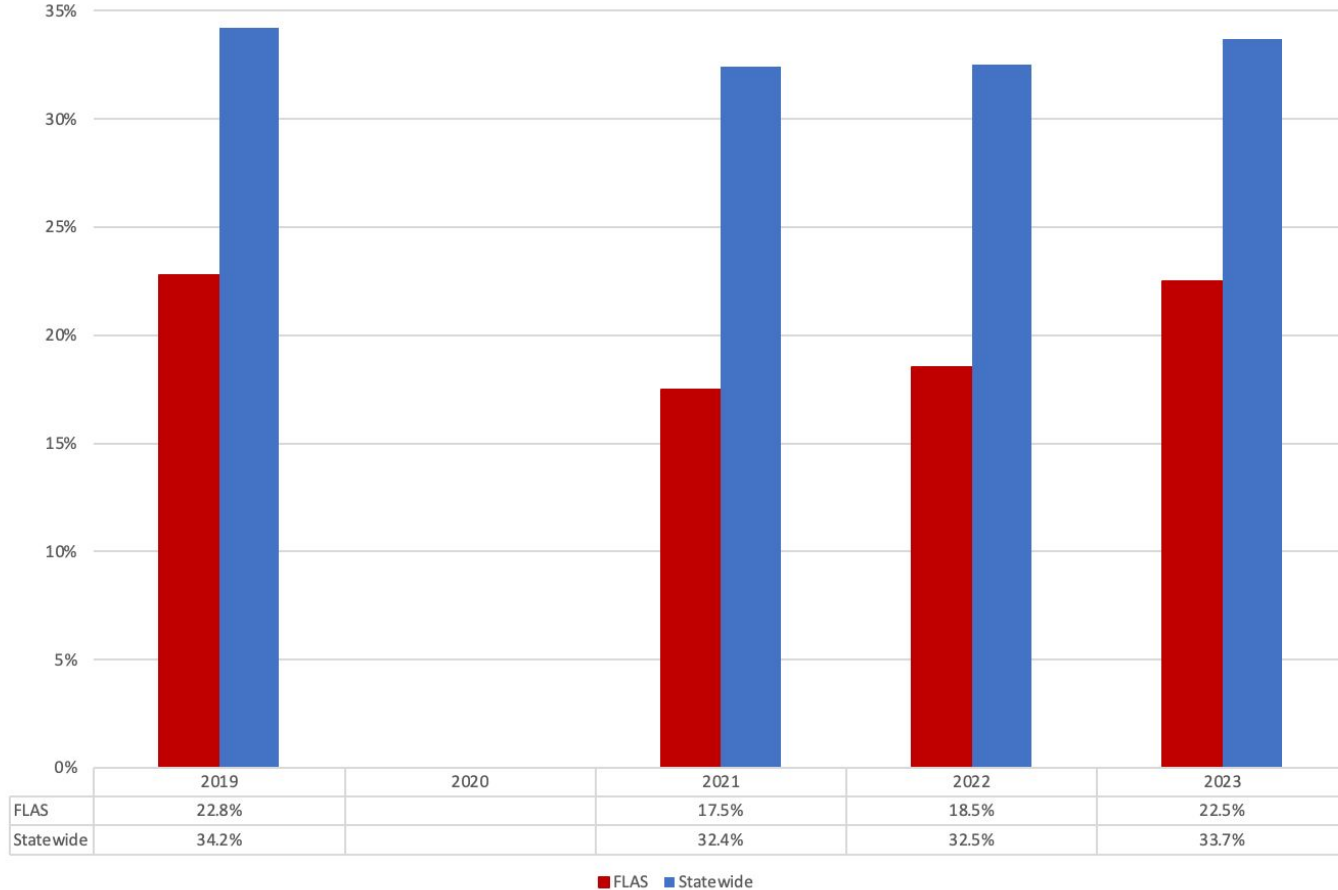
Math

2019 to 2023 Gap in MCA-III Math Proficiency
Statewide and FLAS, Between White Students and Students of Color



Math

2019 to 2023 Gap in MCA-III Math Proficiency
Statewide and FLAS, Between Students Eligible and Not Eligible for FRPL



Career & College Ready

22-23 Goal: The number of students taking a CTE (Career Technical Education) course at the high school level will increase from 91.7% to 93%.

Results: The percent of students who took a CTE course was 88%.

22-23 Goal: The number of students taking a college credit bearing course will increase from 38% to 42%.

Results: The percent of students who took a college credit bearing course was 46%.



All Students Graduate from HS

22-23 Goal: The four-year graduation rate will increase from 84.1% for students graduating in 2021-2022 (20-21 data) to 87% for students graduating in 2022-23 (21-22 data year).

Results: *The district four-year graduation rate for students graduating in the 2021-22 accountability year (2020-21 data year) was 81.6%.*



Identified Needs Moving Forward

- Focus on self-regulation skills in early childhood in addition to focus on building proficiency in literacy and numeracy for our 4-5 year old students in Early Childhood programming
- Grow teacher familiarity with the use of our curricular resources and the science of reading at all elementary levels
- Partner with families on increasing consistent school attendance for students across all groups
- Focus professional development on Number Talks and standards alignment in math
- Meet the needs of students who are eligible for Free and Reduced Price Lunch (FRPL) and for students of color and raise their proficiency levels
- Continue to increase the number of high school students engaging in career and college-ready experiences
- Increase 4-year graduation rates



Achievement & Integration Revenue Program



The purpose of the Achievement and Integration for Minnesota program is to:

- *pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and*
- *reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.*



A&I Partners

- **Racially Isolated Partner District: Roseville Area Schools**
- **Interdistrict Partners: Roseville, Stillwater, South St Paul, Hastings**
- **Monthly meetings throughout the academic year**
- **Coordinated by: StoryArk**

StoryArk



Achievement & Integration (A&I) Revenue

- Budget* submitted to MDE on an annual basis
 - 80% - Direct Student Services/up to 20% Professional Development/Administration
 - Expenditures must be tied to activities that promote both integration and achievement *and align* with the district's plan
- Plan submitted every three years.
 - Current plan covers July 1, 2023 - June 30, 2026
 - This report is for year 3 of the 2020-2023 FLAS A&I Plan

*Allocation: \$350 times the district's adjusted pupil units for that year times the ratio of the district's enrollment of protected class students for the previous school year to total enrollment for the previous school year



Sub-Groups for Goal Purposes

- Protected Class Groups
 - African American/Black
 - Asian/Pacific Islander
 - Hispanic/Latinx
 - American Indian/Alaskan Native
- Other Class Groups
 - White
 - FRPL (Free/Reduced Price Lunch)
 - Non-FRPL



FLAS 2020-23 Achievement & Integration Plan

GOAL # 1: The proficiency gap between Students of Color/American Indian Students and White students for all grades tested for reading using the MCA within Forest Lake Area Schools will decrease from 19.9% in 2019 to 5% in 2023.

- In 2018-2019, these gaps stood at 19.9% between White students and Students of Color/American Indian Students in Reading. In 2022-2023, this gap was 21.6%.



FLAS 2020-23 Achievement & Integration Plan

Strategy 1: Family Empowerment/Engagement -

- Strategy Type: Family engagement initiatives to increase student achievement.
 - Contracting with cultural consultants/liaisons; hosting affinity groups; hosting cultural events/celebrations; hosting family experience meetings for Historically Marginalized families; & include families in District's Equity Steering Team.



FLAS 2020-23 Achievement & Integration Plan

Strategy 2: Equal Opportunity Schools-

- Strategy Type: Career/college readiness & rigorous coursework for underserved students, including students enrolled in an Area Learning Center.
 - Year 1 work with the H.S. Achievement Specialist at the high school.



FLAS 2020-23 Achievement & Integration Plan

Strategy 3: Culturally responsive learning environments.

- Strategy Type: Professional development opportunities focused on academic achievement of all students.
 - Expand the number of licensed & non-licensed staff receiving culturally responsive PD.
 - Embed culturally responsive practices into Instructional Review.
 - Use curricular materials that are inclusive of multiple perspectives.



FLAS 2020-23 Achievement & Integration Plan

Strategy 4: Student Programming

- Strategy Type: Innovative & integrated preK12 learning environments.
 - Supporting student affinity and equity based groups.
 - Providing cross district groups with StoryArk including Youth Executive Board & MS Business Innovation Academy.



FLAS 2020-23 Achievement & Integration Plan

GOAL # 2:

Increase the number of 5th grade students trained in culturally responsive student leadership skills from 43% in 2020 to 100% in 2023.

- In 2022-2023, 97.8% of 5th grade students participated in the CRSL series.
 - Learn more at <https://storyark.org/crsl/>



FLAS 2020-23 Achievement & Integration Plan

Strategy 5: Culturally Responsive Student Leadership

- Strategy Type: Innovative & integrated pre-K12 learning environments.
 - Year 3 of implementation of CRSL to each 5th grade classroom at FLAS. StoryArk facilitates with assistance from the classroom teacher, for this 6 session curriculum



FLAS 2020-23 Achievement & Integration Plan

GOAL # 3:

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.

- During 2022-2023 45% of licensed staff received at least one session of culturally responsive teaching/leading P.D.



FLAS 2020-23 Achievement & Integration Plan

Strategy 3: Culturally responsive learning environments.

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FLAS 2020-23 Achievement & Integration Plan

Strategy 6: Diverse Staffing

- Strategy Type: Recruitment & retention of racially and ethnically diverse teachers and administrators.
 - Support retention of Black, Indigenous, People of Color teachers to increase diverse voices & perspectives in support of BIPOC students.
 - Provide cross-district support for BIPOC staff through Educators of Color networks.



Continued Equity Work

- District Equity Steering Team
- Safe Space Teams
- Cultural Events
 - Black History Month Event
 - Hmong & Asian Culture Club Showcase
 - K-12 Native American Honoring Ceremony
 - English Learner Family Nights

