



2022–23 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 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Forest Lake Area Schools

WBWF Contact: John-Paul Jacobson

Title: Director of Teaching and Learning

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Title: Teaching and Learning Coordinator, Equity and Engagement

Phone: 651-982-8327

Email: bward@flaschools.org

A&I Contact: Brad Ward

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

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

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 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 2022–23 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 2022–23 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/teaching-learning/worlds-best-workforce>

Provide the direct website link to the A&I materials:

<https://www.flaschools.org/teaching-learning/worlds-best-workforce>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 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 2022-23 SY: **November 16, 2023**

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 2022–23 SY.</p> <p>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.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>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.</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.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>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.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>As of spring 2023, 46.9% 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 2022–23 SY.</p> <p>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.</p> <p>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.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 2022-23 the achievement gap between White students and Students of Color was 21.6% in Reading and 19.6% in Math.</p> <p>In 2022-23 the achievement gap between non-FRPL students and FRPL students was 20% in Reading and 22.5% 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 2022–23 SY.</p> <p>The number of students taking a CTE (Career Technical Education) course at the high school level will increase from 91.7% to 93%.</p> <p>The number of students taking a college credit bearing course will increase from 38% to 42%.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p><i>The percent of students who took a CTE course was 88%.</i></p> <p><i>The percent of students who took a college credit bearing course was 46%.</i></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 2022–23 SY.</p> <p>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).</p>	<p>Provide the result for the 2022–23 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 81.6%.</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.

2022–23 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 2022–23 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 2022–23 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 2022–23 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, Equity and Engagement

Phone: 651-982-8327

Email: bward@flschools.org

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). *If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
The proficiency gap between Students of Color/American Indian Students and White students for all grades tested for reading using the MCA within Forest Lake Area Schools will decrease from 19.9% in 2019 to 5% in 2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	19.9% proficiency gap between Students of Color/American Indian students and White students in all grades tested for reading.	The proficiency gap between Students of Color/American Indian students and White students in all grades tested for reading was 21.6%.	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

We used data from the MCA reading tests for all students. Data were disaggregated among Black, Indigenous and People of Color (BIPOC) and White students to identify the gap in proficiency. Our strategies included support for BIPOC families through outreach with cultural liaisons and organizing affinity groups. These strategies were not as impactful during this plan due to the impact of the COVID-19 pandemic. Meetings and visits changed from in person to virtual and by phone. These methods were not as successful as past ones as measured by family participation and length of time of interactions. Another strategy included better identification of students who historically have not taken advanced courses, yet had the assets needed to enroll in college credit bearing courses. While we experienced success in identifying the students, we found that we needed to do more to support first time enrollees in college credit bearing courses. Another strategy included increasing culturally responsive learning environments. FLAS has a good start in offering professional development in curriculum and pedagogy for staff, but has a ways to go to continue the learning and support while onboarding new staff members. Our last strategy for this goal focused on student programming. The plan called for classroom partnerships between FLAS classrooms and those from a racially isolated district. Again the pandemic disrupted the ability to carry out this strategy due to restrictions for in person contact. Our high school participation in the Youth Executive Board was lower in part due to the move to virtual rather than in person meetings.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Increase the number of 5th grade students trained in culturally responsive student leadership skills from 43% in 2020 to 100% in 2023.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>43% of 5th grade students were trained in culturally responsive student leadership.</p>	<p>97.8% of 5th grade students participated in the CRSL series.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>While FLAS did not meet the goal of 100% participation for 5th grade students to participate in Culturally Responsive Student Leadership, we nearly made this ambitious goal which still represented a significant increase over the baseline data at the start of the plan. We measured participation based on parents opting their students out of the program. When talking to families, we learned that there were misunderstandings about the program. Working with our partner, StoryArk, we improved our communication for the program with better, more explicit explanations for what the goals and objectives were and why we were doing it. This led to only one additional student opting out after our first school during the final year of this plan.</p>				

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 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, 45% of licensed staff received at least one session of culturally responsive teaching/Leading PD.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>The data used to determine this goal was based on licensed staff attendance at district supported culturally responsive training as well as identifying school level training focused on culturally responsive teaching. To meet this goal, we began with teacher leaders who were equity minded in going through a 2 year book study of Culturally Responsive Teaching and the Brain, led by an outside consultant. This was disrupted by the pandemic and the fast shift to distance learning limiting the access to time and teacher capacity to participate. At individual school levels, training focused on both introducing culturally responsive teaching and the role bias plays in pedagogy and curriculum. We also tried with other teacher leadership cohorts including coaches and Safe Space Team leaders. Again, the difficulties with pandemic learning and the strain on capacity of the individuals in the system with ongoing impacts such as substitute teacher shortages impacted our ability to reach all licensed staff. Aside from measuring teacher participation in the culturally responsive teaching training, licensed staff completed a survey where they self assessed their culturally responsiveness as well as that of their school colleagues. A great disparity was found between those assessing themselves higher in this category yet, rated their colleagues lower. This survey pointed to the continued need for work in this area.</p>				

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

Integration

Narrative is required. 200-word limit.

In the final year of our plan, our partners shifted with the dissolution of Equity Alliance Minnesota. In its place, we partnered with StoryArk to fill that void to recreate our partner districts. FLAS students participated in the Youth Executive Board which is built upon four core values: teaching individual leadership, building genuine relationships through team building, racial and cultural understanding and educational equity. Students were a part of this cross district group that also included an advocacy day at the Minnesota Legislature. FLAS also had students participate in the summer cross district program through StoryArk elevating storytelling and creativity that included a program ending festival highlighting their achievements. Additionally, middle school students

participated in a cross district partnership through the Business Innovation Academy, a weeklong exploration with the Carlson School of Management. Students get to experience business first-hand with distinguished professors and a case challenge solving a real business problem.