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Annual Review of the Achievement and Integration Plan (2024-2025)

Reporting Period: Year 1 of 3-Year Plan (SY 2024-2025)

This report provides an annual review of the progress made during the first year of our three-year Achievement and Integration (A&I) plan. Overall, we are successfully implementing professional development and integration strategies, but we must continue our focus on improving core academic proficiency. The following information is taken from the progress report that will be submitted to MDE by October 15th.

Resource Allocation Review:

The revenue that was available as a result of the A & I grant was just under \$44,000. Those funds were utilized in the following manner:

- Approximately \$41,250 (94%) was used to fund reading intervention teachers and the implementation of Goal 3
- Approximately \$2700 (6%) to support the implementation of Goal 2
- Goal 1 was supported by funding from other existing resources

Key Findings and Goal Status

- **Goal 1: Staff Science of Reading Training (Teacher Equity/Achievement)**
 - **Status: On Track**
 - **Progress Summary:** We have made excellent progress, increasing staff completion of Phase 1, Science of Reading (CORE/OLLA) training from a baseline of 15 % to 93% in Year 1. We are well-positioned to meet the 100% completion goal by 2027 by continuing to support staff who need to complete Phase 1 and will be developing plans to support the completion of Phase 2 for identified staff.
- **Goal 2: Inter-District Cultural Integration (Integration)**
 - **Status: On Track**
 - **Progress Summary:** We successfully launched our first inter-district

collaboration with Lester Prairie Schools, specifically through a gallery art show involving 6th and 8th-grade students. This event fostered meaningful cultural awareness and exchange. We are planning future adjustments, including a student experience survey and more accessible viewing opportunities for parents and the community.

- **Goal 3: Elementary Reading Proficiency (Achievement)**
 - **Status: Not on Track**
 - **Progress Summary:** Elementary reading proficiency (grades 3 and 4 combined) decreased slightly, moving from a 40% proficiency baseline in Spring 2024 to 34% in Spring 2025 (as measured by the MCA assessment). While this goal is *Not on Track*, we have implemented the FastBridge assessment to provide real-time, diagnostic data and targeted MTSS interventions, and we are seeing individual students making growth and exiting intervention programs.

Conclusion

Year 1 has been a period of strong implementation. Our professional development and inter-district integration efforts are yielding positive results and are **on track** to meet their three-year targets.

However, the decline in elementary reading proficiency is a critical area requiring immediate and ongoing attention. The implementation of the FastBridge assessment provides the necessary diagnostic tool; our focus in Year 2 must shift to **ensuring the fidelity and efficacy of the targeted intervention strategies (MTSS)** derived from this data. We must also leverage our newly trained staff (Goal 1) and engage in assessing curricular resources aligned to implementation of the READ Act, to directly address the proficiency gap in Goal 3.