Achievement and Integration Plan Form
July 1, 2025 to June 30, 2028

Submissions are due by **March 15, 2025.**

District ISD# and Name: Hinckley-Finlayson ISD#2165

District Integration Status: Racially Isolated District

Superintendent Name: Mike McNulty

Superintendent Phone Number: 320-384-6132

Superintendent Email: mmcnulty@isd2165.org

Title of Person Submitting Report: Teaching & Learning Director

Phone: 320-384-6132 ext: 3109

Email: jhorbacz@isd2165.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. ***Provide the name of your integration collaborative if you have one:***

1. **East Central ISD #2150**
2. **Willow River ISD #577**
3. **Pine City ISD #578**
4. **McGregor ISD #4**

School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's Comprehensive Achievement and Civic Readiness Plan (Minn. Stat. § 124D.861, subd. 4).

X 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: **Brian Masterson**

Signature: _____ Date Signed: _____

School Board Chair: **Jodi Storlie**

School Board Chair Signature: _____ Date Signed: _____

Plan Input

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

The American Indian Parent Advisory Committee(AIPAC) most recent meeting was held on February 13, 2025. Information and input was taken from the AIPAC about conflict resolution and effective communication throughout the integration activities, including college and career readiness, improving attendance, graduation rates, New Direction support programming. This meeting also reviewed all current and future A&I goals while taking input on potential future elements of the A&I plan.

Multidistrict Collaboration Council: A planning meeting was held with our adjoining districts on February 26, 2025 to determine goals and cross district strategies for our 2025-2028 A&I plans. Discussions were reflective and clarifying in nature. The active member participants are listed below:

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Jonathan Horbacz	**Hinckley–Finlayson**	**jhorbacz@isd2165.org**
Brian Masterson	**Hinckley–Finlayson**	**bmasterson@isd2165.org**
Stefanie Younberg	**East Central**	**syoungberg@eastcentral.k12.mn.us**
Carrie White	**McGregor**	**cwhite@isd4.org**
Stephanie Lorsung **Cindy Stolp**	**Pine City**	**slorsung@isd578.org** **cstolp@isd578.org**
Bill Peel	**Willow River**	**bpeel@isd577.org**
Roberta Dunkley	**East Central, AIPAC H–F**	**rdunkley@eastcentral.k12.mn.us**

AIPAC Member Signature (if applicable): _____ Date Signed: _____

Achievement and Integration Goals

This plan must contain **three types of goals**, at least one for each of the following:

1. **Achievement Disparity** - Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. **Teacher Equity** - 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. **Integration** - Increasing racial and economic integration.

(Minn. Stat. § 124D.861, subd. 2 (a))

Enter SMART Goal #1: Increase consistent attendance for all students from 66% to 72%. The gap between Native American students and all students will decrease from 28% to 22% by May 2028

CACR goal area: All students graduate from high school.

Type of Goal: Achievement Disparity

Check & Connect Strategy #1

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

Narrative description of this strategy. Hinckley-Finlayson staff will train and participate as Check and Connect mentors for the district. A coordinator sets up the weekly visits with students who are identified through the grade level MnMTSS system. From there, goals are set with their mentor to attend school, be persistent in their studies, accrue credits, graduate on time with their peers and plan for life after high school. It decreases truancy, tardies, referrals and dropouts. The University of Minnesota's Check and Connect program (where HF staff have been trained) is the only dropout prevention intervention listed on the IED What Works Clearinghouse found to have positive effects on staying in school.

Location of services: Hinckley–Finlayson High School & Hinckley Elementary School

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.	**2026 Target**	**2027 Target**	**2028 Target**
The attendance gap between all students and Native American students will decrease by 2% each year.	26%	24%	22%

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.	**2026 Target**	**2027 Target**	**2028 Target**
The graduation rate will increase each year by 1% with a baseline graduation rate of 81%	82%	83%	84%

New Direction Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Narrative description of this strategy. MDCC schools will participate in an alternative to the traditional out-of-school suspension for students in grades 6-12. The program provides academic and behavioral support for students who display inappropriate behavior at school. The program provides students with an immediate response to their behavior and teaches responsibility for actions and accountability. New Direction is an opportunity for students to remain in good standing at Hinckley-Finlayson schools instead of being required to transfer to an adjoining district. Since it is an alternative to suspension program, participation in New Direction will increase a student's attendance and thus increase the likelihood of graduating with the 4-year cohort. Students who attend will be supported through Intervention, Academics and Reflection. Intervention: Students will be taught skills needed to be successful when faced with other difficult situations. Academics: Students will have the opportunity to complete their assigned homework so they do not fall behind academically. Reflection: Students will gain an understanding of who was affected by their behavior and will be given restorative justice opportunities. The program will serve a maximum of 10 students per day to ensure proper support. Typically, a school administrator refers a student to the program for a period of one to ten days. However, depending on the offense at school, students may be placed at for a longer time period when agreed upon between the school and the program. Students will attend presentations given by school and community members.

The program is taught by a licensed teacher who is trained in Restorative Practices and has a depth of knowledge of trauma informed schools. The project coordinator integrates students back into their home school by teaching social skills through discussion, scenarios, and role plays. She has a strong connection with both students and staff. Her intrapersonal skills allow for consistent communication with school staff to make for smooth transitions back to school. The general education licensed teachers remain in contact with the students while in New Direction and the student will continue planned coursework. Teachers are available to the student in a variety of ways including check and connect with a licensed staff and check and connect mentors prior to going to New Direction. Communication through Google Meet, Zoom, and Schoology. In addition to New Direction staff, the cultural community coach will be available to New Direction staff to help students understand cultural components that impact their interactions with both peers and adults. The Indian Education Coordinator and Cultural Community Coach will play an active role in the reintegration of students from New Direction back into Hinckley-Finlayson High School using Restorative Practices and Circle Training.

Location of services: Hinckley–Finlayson High School & Hinckley Elementary School

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.	**2026 Target**	**2027 Target**	**2028 Target**
Reduce the number of students referred to New Direction from 90 students in 2025 to 84 students in 2028	88	86	84
Reduce the number of Native American students to New Direction from 30 students in 2025 to 24 students in 2028	28	26	24

Goal #2: Hinckley-Finlayson School District will decrease the reading proficiency gap between Native American students fand all students rom 13.6% in 2025 to 10.6% in 2028.

CACR goal area: All racial and economic achievement gaps between students are closed.

Type of Goal: Achievement Disparity

Literacy Coach Strategy #3

Type of Strategy: Innovative and integrated pre-K through grade 12 learning environments & Professional development

Narrative description of this strategy. Grounded in evidence-based practices aligned with the Minnesota Science of Reading and culturally responsive instruction, the Literacy Coach will serve as an instructional leader to elevate classroom teaching and targeted intervention efficacy. The Literacy Coach will work directly with K–8 educators to embed equitable literacy frameworks into daily instruction. Rather than pulling students out of classrooms, this strategy focuses on building teacher capacity through continuous, job-embedded professional development. The coach will facilitate structured Professional Learning Communities (PLCs), lead data-disaggregation sessions, and conduct non-evaluative peer-coaching cycles—including co-planning, modeling, and instructional walkthroughs. By equipping educators with advanced pedagogical tools and culturally responsive literacy strategies, the district will cultivate an instructional environment where Native American students receive the precise, high-quality support necessary to accelerate reading proficiency and close the achievement gap.

Location of Services: Hinckley-Finlayson High School, Hinckley Elementary School

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.	**2026 Target**	**2027 Target**	**2028 Target**
The percent of teachers instructing literacy going through a full coaching cycle will change from 0% in 2025 to 75% by 2028.	N/A	50%	75%
Monthly walkthrough data collected by building leadership and the coach will demonstrate that at least 85% of classrooms are actively implementing the targeted, data-driven reading interventions established in professional learning communities	N/A	85%	85%

Goal #3: The number of students eligible for Free & Reduced lunch enrolled in CTE, CIS, and AP classes will increase from 29% to 31% in 2028.

CACR goal area: All students are ready for career and college.

Choose the type of Goal: Integration

Enrichment Program Strategy #4

Type of Strategy: Innovative and integrated PreK-12 Learning Environments

Narrative description of this strategy: Land based classes are a collaborative environmental/recreation program between our isolated district and an adjoining district. Students will have the opportunity to participate in a variety of activities that focus on exploration of our natural environment, its benefits to health and wellbeing, stewardship and sustainability, and its importance in Indigenized approaches to education.

Activities will take place throughout the school year and summer. Students will experience a variety of instructors who will facilitate hiking, phenology, foraging, fire-making, and outdoor cooking, environmental stewardship, historical relevance, and life skills for remaining connected to nature.

Participants will contribute to the documentation of experiences and skill growth through creation of a display board and video for use by each participating school district. Participants will engage parents through invitation to a culminating family event offering a phenology hike and outdoor meal, showcasing newly acquired knowledge and skills.

Enter location of services: Army Corps of Engineers Recreation Center, McGregor, MN; St. Croix State Park, Hinckley, MN; Pine Technical College; Rice Lake National Wildlife Refuge; Kettle River, Sandstone, MN; Makoonze Cultural Camp, MLBO Property, Hinckley, MN; Wolf Ridge Environmental Learning Center; Finland, MN; Osprey Wilds Environmental Learning Center, Sandstone, MN; School Forest, ISD 2165 property, Meshakwad Community Center, partnering school district buildings and grounds

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.	**2026 Target**	**2027 Target**	**2028 Target**
The percentage of American Indian students attending enrichment programs will increase by 5% each year. 50% by 2028	40%	45%	50%
The number of students in attendance from our partnering districts will increase 3% each year.	30%	33%	36%

Future's Preparation Strategy #5:

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

Narrative description of this strategy. There will be focused coursework in several Social Studies classes that engage students in exploration of interest surveys and potential career pathways. The coursework will investigate the importance of high school preparatory classes and promote CIS, CTE, and AP classes as pathways to get the rigorous coursework needed for specific careers. The course instructor will collaborate with Check and Connect mentors, SMART mentors and Indian Education Staff to target our diverse student population to encourage high level coursework for college and career pathways. Students from diverse ethnic, racial, and socioeconomic backgrounds explore post-graduation opportunities through collaboration to see a wide range of possibilities.

Location of services: Hinckley-Finlayson High School

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.	**2026 Target**	**2027 Target**	**2028 Target**
As a result of rigorous coursework, the composite score for Native Americans will increase from 17 in 2025 to 18.5 in 2028	17.5	18	18.5
The number of Native American students who take the ACT test will increase from 25% in 2025 to 40% in 2028	30%	35%	40%
There will continue to be 100% participation from all students, including Native American and FRL students in the completion of a personalized learning plan.	100%	100%	100%

Goal #4: The number of certified staff coached within a classroom setting in PBIS strategies will increase from 20% to 60% by 2028.

CACR goal area: All racial and economic achievement gaps between students are closed.

Choose the type of Goal: Teacher Equity

Professional Development Opportunities Strategy #6

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy. Hinckley–Finlayson Public schools will train at least 3 in–house coaches that are prepared to coach their peers in specific PBIS strategies. In collaboration with SCRED (St. Croix River Education District), ongoing meetings and program tweaks will be necessary to dictate efficiency and validity of results. In turn, common classroom procedures and language will allow students to be prepared for common expectations as they move through the school system. Common expectations and language will decrease the number of office referrals and increase the number of instructional minutes students receive. Thus increasing student achievement over time while increasing attendance through fostering positive classroom climates that are inclusive of all students needs.

Location of services: Hinckley-Finlayson High School, Hinckley Elementary School, Finlayson Elementary

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.	**2026 Target**	**2027 Target**	**2028 Target**
As a result of common PBIS Language in the classroom, overall incident referrals will decrease by 5% each school year until 2028.	2331 referrals	2214 referrals	2103 referrals
The number of teachers choosing to leave the district by choice will decrease from 2025 to 2028	5 or less	4or less	3 or less

Creating Efficiencies and Eliminating Duplicative Programs

To avoid the duplication of programs and services, a MnMTSS District Leadership Team was formed at Hinckley-Finlayson Public Schools that includes all school and community stakeholders. It is the charge of the committee to lay out all programming across the district to ensure the maximum benefit, to avoid duplication, and to create efficiencies. This will benefit our students, parents, staff, and community. Hinckley-Finlayson is collaboratively working together across the schools and community to utilize our resources and ensure multiple opportunities for all students. Through our new plan, we will be reaching more students, ensuring the integration of students in all subgroups including Native American students. The leadership team will continue to meet on a regular basis to ensure we are being as efficient with our resources as possible.