



## Achievement and Integration Plan Form July 1, 2023 to June 30, 2026

Submissions due by **March 15, 2023.**

District ISD# and Name: ISD #544, Fergus Falls

Title of Person Submitting Report: Superintendent

District Integration Status: Adjoining

Phone: (218) 298-0544 ext. 9011

Superintendent Name: Jeffrey Drake

Email: jdrake@fergusotters.org

Superintendent Phone Number (218) 298-0544

Superintendent Email: jdrake@fergusotters.org

### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your [district has a racially identifiable school](#), please list each of those schools below. Add additional lines as needed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**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. \_\_\_\_\_

## School Board Approval

- We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).
- 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 (enter name) Jeffrey Drake

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

School Board Chair (enter name) \_\_\_\_\_

School Board Chair Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

**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](#)).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

**AIPAC Member Signature** (if applicable): \_\_\_\_\_ Date Signed: \_\_\_\_\_

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: West Central Multidistrict Collaboration Council (MDCC) Frazee-Vergas, Perham, Hawley, Battle Lake, Underwood, Fergus Falls, Detroit Lakes, Pelican Rapids. Numerous communications were exchanged to establish goals and objectives for the work outlined within the multidistrict collaborative. Pelican Rapids has had excellent communication in highlighting various opportunities for our students to engage in in-person events and activities.

Community Collaboration Council for Racially Identifiable School(s): \_\_\_\_\_

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval ([Minn. Stat. § 124D.861, subd. 4](#)). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

## Achievement and Integration Goals

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. 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. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Enter SMART Goal #1: Fergus Falls students will maintain participation in a minimum of one Cultural Immersion Event/Activity with the Racially isolated district and Adjoining Districts annually. Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.**

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

***To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.***

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

**Copy and paste the strategy section below for each additional strategy.**

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and # Enter:** Strategy #1: Cultural Immersion Activities/Events

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**Add narrative.** The West Central Multidistrict Collaborative strives to build and maintain authentic integration activities and partnerships that increase cultural understanding, provide a real sharing of perspectives to appreciate differences, are relevant to students' lives, provide meaningful and memorable experiences for students and provide a foundational learning that allows for continued learning.

Cultural Immersion Events/Activities are designed to create opportunities for all students to interact with students outside of their own demographics to broaden their experiences with people of other racial, ethnic, economic backgrounds, interests, and abilities.

Participating students are surveyed after the Cultural Immersion Events/Activities to measure expected outcomes including:

- a. changes in their perception, understanding, and/or attitude about those outside of their demographics.
- b. increased comfort level and/or ability to interact with students who are different than themselves.

Cultural Immersion Activity/Event #1: Cultural Trivia Olympics

Partnering Districts: Fergus Falls, Underwood, Pelican Rapids

Location: Underwood Public Schools and other regional locations.

Narrative Description of this strategy: Students from Fergus Falls and Pelican Rapids will participate in intercultural Cross-District Classroom Partnerships. We will have a minimum of two partnerships between Pelican Rapids and Fergus Falls Public Schools per year. One of these events will be a meet and greet where students from both schools meet each other, construct a flag of a country they will be jointly researching, engage in a pre-assessment of the country and complete a team-building activity. The event ends with the students eating lunch together. Students engage in ongoing collaboration over the course of the school year. At the conclusion of the year, students meet and complete a post-assessment of their assigned country. There is a competition to identify country flags and a written assessment about the research findings. Top groups compete in a Knowledge Bowl type competition.

Cultural Immersion Activity/Event #2: Cultural Fair

Partnering Districts: All partnering districts.

Location: Pelican Rapids Public School and other regional locations.

Narrative Description of this strategy: Students from all partnering district will have the opportunity to travel to a cultural fair activity.

Cultural Immersion Activity/Event #3: Pow Wow

Partnering Districts: All partnering districts.

Location: Perham-Dent

Narrative Description of this strategy: Students from all partnering districts will have the opportunity to travel to a Pow Wow located in the Perham-Dent School District.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

## 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.	2024 Target	2025 Target	2026 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
The percentage of participating students indicating that the activity/event changed their perception, understanding, and/or attitude about those outside of their demographics will increase by 5% each year (based on aggregate average of 60% in 2022/23).	65%	70%	75%
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (based on aggregate average of 60% in 2022/23).	65%	70%	75%

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).***

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

**Remember to copy and paste the goal section when adding additional goals.**

Enter SMART Goal #2: The reading proficiency gaps between non-FRP and FRP students as measured by the Minnesota Comprehensive Assessment will decrease by 2 points each year from 19% in 2023 to 13% by 2026.

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

**To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.**

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

**Copy and paste the strategy section below for each additional strategy.**

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and # Enter:** Strategy #2: Direct Instruction – Under the direction of a high quality licensed teacher, classes will be taught in reading to underserved students in grades 3-8.

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

\_\_\_ Option 3: Increases cultural fluency, competency, and interaction.

X\_\_\_ Option 4: Increases graduation rates.

\_\_\_ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**Add narrative.** Under the direction of a high quality licensed teacher, classes will be taught in reading to underserved students in grades 3-8.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

## 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.	2024 Target	2025 Target	2026 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
The percentage average reading proficiency percentage achievement gap between Free Reduced Priced Lunch students and Non Reduced Priced Lunch students will decrease by 2 points each year based on the Reading MCA.	17%	15%	13%

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).***

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

**Enter SMART Goal #3:** The math proficiency gaps between non-FRP and FRP students as measured by the Minnesota Comprehensive Assessment will decrease by 2 points each year from 22% in 2023 to 16% in 2026.

**Choose the type of Goal:**

- Achievement Disparity
- Integration
- Teacher Equity

**To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.**

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

**Copy and paste the strategy section below for each additional strategy.**

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy’s unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and # Enter:** Strategy #3: Direct Instruction – Under the direction of a high quality licensed teacher, classes will be taught in math to underserved students in grades 3-8.

**Choose the Type of Strategy:** Increases graduation rates.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

\_\_\_ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

\_\_\_ Option 2: Provides school enrollment choices.

\_\_\_ Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

\_\_\_ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**Strategy #4: Direct Instruction.** Under the direction of a high quality licensed teacher, classes will be taught in math to underserved students in grades 3-8.

**Location of Services:** Fergus Falls Public Schools.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

## 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.	2024 Target	2025 Target	2026 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
The percentage average reading proficiency percentage achievement gap between Free Reduced Priced Lunch students and Non Reduced Priced	20%	18%	16%

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.	2024 Target	2025 Target	2026 Target
Lunch students will decrease by 2 points each year based on the Reading MCA.			

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).***

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

**Enter SMART Goal #4: Secondary students of color and American Indian students’ access to classes taught by educators trained in culturally relevant pedagogy will increase from 50% in 2023 to 80% by 2026.**

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

***To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.***

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

***Copy and paste the strategy section below for each additional strategy.***

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy’s unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and # Enter:** Strategy #5: Culturally relevant pedagogy training.

**Choose the Type of Strategy:**

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**Strategy #5:** The district will increase the number of teachers trained in culturally relevant pedagogy each year by 10% by offering in-house opportunities for training during the staff development days built into the school year.

**Location of Services:** Fergus Falls Public Schools.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

## 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.	2024 Target	2025 Target	2026 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
The percentage average reading proficiency percentage achievement gap between Free Reduced Priced Lunch students and Non Reduced Priced Lunch students will decrease by 2 points each year based on the Reading MCA.	60%	70%	80%

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).***

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). **This plan streamlines additional instructional support for students in areas of reading and math within the district’s overarching intervention plan and model. The plan provides access to practice and additional instructional support in the area of math on a 24/7 basis through the IXL software/curriculum.**

## Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. ***If MDE has not notified your district that one of your sites is racially identifiable, delete this section.***

## Achievement and Integration Goals

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. 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. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Enter RIS SMART Goal #1: \_\_\_\_\_ Choose a WBWF goal area: \_\_\_\_\_

### Choose the type of Goal

\_\_\_ Achievement Disparity

\_\_\_ Integration

\_\_\_ Teacher Equity

**To add goals, copy the goal section directly above and paste them below the strategies supporting RIS Goal #1.**

## Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

### Enter RIS Strategy #1:

\_\_\_\_\_ Choose a WBWF goal area: \_\_\_\_\_

**Choose the type of Strategy:**

\_\_\_ Option 1: Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

\_\_\_ Option 2: Family engagement initiatives to increase student achievement.

\_\_\_ Option 3: Professional development opportunities focused on academic achievement of all students.

\_\_\_ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

\_\_\_ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

\_\_\_ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

\_\_\_ Option 2: Provides school enrollment choices.

\_\_\_ Option 3: Increases cultural fluency, competency, and interaction.

\_\_\_ Option 4: Increases graduation rates.

\_\_\_ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

**Add Narrative:** \_\_\_\_\_

**Location of Services:** \_\_\_\_\_

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you are doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated

by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

**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.	2024 Target	2025 Target	2026 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Enter in KIP	KIP 2024	KIP 2025	KIP 2026
Enter in KIP	KIP 2024	KIP 2025	KIP 2026
Enter in KIP	KIP 2024	KIP 2025	KIP 2026

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).***

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

**Creating Efficiencies and Eliminating Duplicative Programs**

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

**Enter Text below:**