

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: 2895 Jackson County Central

District Integration Status: Adjoining District (A)

Superintendent: Barry Schmidt

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Plan submitted by: Tammy Timko

Title: DAC

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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. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

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: Red Rock Ridge Integration Collaborative.

1. **ISD 0173** RI - Racially Isolated
2. **ISD 0177** V - Voluntary
3. **ISD 2895** A - Adjoining
4. Enter text here. Choose district status.

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: Barry Schmidt

Signature: *Barry Schmidt*

Date Signed: 03/09/2020

School Board Chair: Rhonda Moore

Signature: *Rhonda Moore*

Date Signed: 03/09/2020

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](#).

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: B. Schmidt, Supt.; T. Timko, Elem Principal; K. Meyer, Elem Principal; C. Naumann, MS Principal; R. Moore, School Board

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

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.

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)).

Goal #1: The JCC instructional staff will implement best practice instructional strategies in order to reduce the achievement gaps in reading and math between students who are eligible for free or reduced priced meals and students who are not eligible for free or reduced priced meals. This will be measured by using the Reading and Math State accountability data:

Reading MCA/MTAS (grades 3-8, 10): The percentage of students eligible for free or reduced price meals enrolled at Jackson County Central for at least half a school year who participated in State testing and are proficient on the MCA and MTAS reading tests will increase by 2% each year – baseline 48% in 2019. Similarly enrolled students that are not eligible for free or reduced price meals proficiency rate was 62% in 2019. (2021 target 52%, 2022 target 54%, 2023 target 56%)

Math MCA/MTAS (grades 3-8, 11): The percentage of students eligible for free or reduced price meals enrolled at Jackson County Central for at least half a school year who participated in State testing and are proficient on the MCA and MTAS math tests will increase by 2% each year - baseline 40% in 2019. Similarly enrolled students that are not eligible for free or reduced price meals proficiency rate was 64% in 2019. (2021 target 41%, 2022 target 43%, 2023 target 45%)

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Aligns with WBWF area: All 3rd graders can read at grade level.

Aligns with WBWF area: All students are ready for career and college.

Aligns with WBWF area: All students graduate from high school.

Goal type: Achievement Disparity

Strategies

Strategy Name and # 1 Qualified Teacher and Paraprofessional Interventionists for Math and Reading

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input checked="" type="checkbox"/> 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.

Participating districts will hire, train, and supervise existing and qualified teachers and paraprofessional staffs for the purpose of reducing the achievement gap. Each participating district will identify an achievement gap that will become the focus of attention for improvement. Participating districts will hire and train staffs supervised by licensed administrators who will implement best practice teaching strategies to all students. Staffs will annually author, adjust, and submit for administrative review, written instructional strategies designed to be delivered to all students in order to meet reduction in achievement gap goals in math and

reading. Participating districts will assess effectiveness with data obtained from the Minnesota Report Card. District results will be compared to the annual progress goals and three year goal. Results will be published in the WBWF/AI report and submitted for public review and School Board Approval.

JCC Teacher Professional Development and Support

ITSN: The Innovative Teacher Support Network is a mentor program through the New Teacher Center. Select non-tenured teachers work with an Instructional Coach approximately 180 minutes/month using the New Teacher Center high-leverage tools. These tools include a variety of best practices built into tools for knowing the students in a classroom, lesson planning, established procedures that incorporate optimal learning environments, quality instruction, and assessing and responding to student learning. The program strives to accelerate new teacher effectiveness in order to increase student achievement.

Instructional Coach and Director of Curriculum, Instruction, and Assessment: A full-time Director of Curriculum, Instruction, and Assessment along with a full-time Instructional Coach will be hired by the district to lead and support curriculum, instruction, and assessment in the district.

Professional Learning Communities: Teaching staff will participate in Professional Learning Communities each Wednesday from 2:30 to 3:45. During this time, teachers will share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

JCC Interventions Provided for At-risk Students

Reading grades K-5 –

- Title Intervention grades K-3: Using Title I funds, three reading teachers will provide reading interventions for students scoring below the 20th percentile as measured by FAST aReading. Research-based interventions from Fountas and Pinnell LLI program will be used. Students exit programming after 4 consecutive weeks of performing above the 20th percentile on Fountas and Pinnell benchmarking assessments.
- Reading Corps grades K-3: Three Reading Corps tutors use a fluency intervention with at risk students that do not qualify for Title I or Special Education supports.
- During the 2020-21 school year, the district will explore, develop, and begin implementation of a plan for extended time reading intervention for at-risk students in grades 4 and 5.
- Balance Literacy grades K-5: Teachers will continue to receive professional development and support on providing a balanced literacy approach to core reading instruction, including small group guided reading at the students' current reading level and exposure to grade-level text during whole group interactive read aloud and strategy lessons.

Math grades 4-5

- During the 2020-21 school year, the district will explore, develop, and begin implementation of a plan for math intervention for at-risk students in grades 4-5.

Reading grades 6-8

- Students are identified for extra reading support using classroom performance, teacher recommendation, and MCA reading performance. At-risk students receive reading intervention using the READ 180 program components.

Credit Recovery and Graduation Plans 9-12

- Students that are at risk of not meeting graduation requirements, meet with the school principal and counselor at least monthly.
- A credit recovery program is offered to assist at-risk High School students.

Location of services: Jackson County Central, Mountain Lake, and Windom School Districts

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.	Target 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%
FAST aReading (grades K-5): The percentage of students eligible for free or reduced price meals enrolled in Riverside and Pleasantview Elementary Schools who reach the Low Risk or College Pathway reading targets on the winter FAST aReading test will increase 2% each year - baseline 53% in 2019-20. The percentage of similarly enrolled students that are not eligible for free or reduced price meals who reached the Low Risk or College Pathway was 70% in 2019-20.	55%	57%	59%
FAST aMath (grades K-5): The percentage of students eligible for free or reduced price meals enrolled in Riverside and Pleasantview Elementary Schools who reach the Low Risk or College Pathway math targets on the winter FAST aReading test will increase 2% each year – baseline 48% in 2019-20. The percentage of similarly enrolled students that are not eligible for free or reduced price meals who reached the Low Risk or College Pathway targets was 68%.	50%	52%	54%
Reading MCA/MTAS (grades 3-8, 10): The percentage of students eligible for free or reduced price meals enrolled at Jackson County Central for at least half a school year who participated in State testing and are proficient on the MCA and MTAS reading tests will increase by 2% each year – baseline 48%. Similarly enrolled students that are not eligible for free or reduced price meals proficiency rate was 62% in 2019.	52%	54%	56%
Math MCA/MTAS (grades 3-8, 11): The percentage of students eligible for free or reduced price meals enrolled at Jackson County Central for at least half a school year who participated in State testing and are proficient on the MCA and MTAS math tests will increase by 2% each year - baseline 40% in 2019. Similarly enrolled students that are not eligible for free or reduced price meals proficiency rate was 64% in 2019.	44%	46%	48%
Reading ACT (grade 11): The percentage of 11th grade students eligible for free or reduced price meals enrolled at the Jackson County Central HS who perform at the College Ready reading target on the Reading portion of the ACT assessment will increase 2% each year - baseline 16% in 2018-19. The percentage of similarly enrolled students that are not eligible for free or reduced price meals who perform at the College Ready reading target was 16% in 2018-19.	20%	22%	24%
Math ACT (grade 11): The percentage of 11th grade students eligible for free or reduced price meals enrolled at the Jackson County Central HS who perform at the College Ready math target on the Math portion of the ACT assessment will increase 2% each year - baseline 37% in 2018-19. The percentage of similarly enrolled students that are not eligible for free or reduced price meals who perform at the College Ready math target was 31% in 2018-19.	41%	43%	45%
Graduation Rates: The four-year graduation rate for students eligible for free or reduced price meals will increase by 2% each year – baseline 87% in 2019. The percentage of similarly enrolled students that are not eligible for free or reduced price meals who graduated in 4 years was 96% in 2019.	91%	93%	95%

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.

Goal #2: JCC will increase Racial/Ethnic Awareness and Acceptance as evidenced by student reports that indicate students at their school "include others who are different from themselves" - baseline 75% in 2019 (2021 target 80%, 2022 target 85%, 2023 target 90%)

Aligns with WBWF area: All students are ready for career and college.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Goal type: Achievement Disparity

Strategy Name and #2 Inter-district Student Retreat

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- 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.

JCC will increase Racial/Ethnic Awareness and Acceptance as evidenced by student reports that indicate students at their school "include others who are different from themselves" - baseline 75% in 2019 (2021 target 80%, 2022 target 85%, 2023 target 90%)

Students in grade 4-6 from participating district will gather at one common site for an event/activity (i.e. Kindness Retreat or other similar event/activity). The purpose of this activity is to increase racial and ethnic awareness among students from each participating districts (Mountain Lake, Windom, JCC). Activities will be designed to increase cultural and racial interaction and celebrate cultural and racial diversity. Seminar leaders will present motivational, interactive lessons. Information will include live testimonials from leaders and students. Media, including video, music, games, etc... will be used to present information. Students will participate in blended large group and blended small groups. An annual survey will be used to gather data about the interest, attitudes and effectiveness of the event.

Key Indicators of Progress (KIP) targets

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.	Target 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%
The percent of 4 th grade participants that report that since the Kindness Retreat their school is a kinder place increase by 5% each year. Baseline = 60% in 2019-20.	65%	70%	75%
The percent of 4 th grade participants that would recommend the Kindness Retreat will be 95%. Baseline 95% in 2019-20.	95%	95%	95%

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.	Target 2021	Target 2022	Target 2023
The percent of 4 th grade Kindness Retreat participants that indicate that students at their school include others who are different from themselves will increase by 5% each year. Baseline 75% in 2019.	80%	85%	90%
The percent of 4 th grade Kindness Retreat participants that agree that since the Kindness Retreat, bullying is less of a problem at my school will increase by 5% each year. Baseline 50% in 2019.	55%	65%	75%

Strategy Name and #3 STEM Summer Camp

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- 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.

Students in grades 4-9 from participating districts will have the opportunity to participate in a Summer STEM camp. The purpose of this activity is to decrease the achievement gap and increase cultural and ethnic interactions. STEM activities will be developed by teachers from each participating district. Each district will send at least one teacher to the STEM camp site. Participating student will sign up to participate in the free STEM camp. Free transportation will be provided to students that do not live in the STEM camp district. The 4/5 STEM camp will be held in Jackson. The 6/7 Camp will be held in Mountain Lake. The 8/9 STEM camp will be held in Windom. **The STEM camps (4/5, 6/7, and 8/9) are each hosted for 5 days during the summer. Each camp runs in two shifts/groups. The first group of approximately 20 participants attend in the AM each day. The second group of approximately 20 participants attend the PM each day. Each student group receives approximately 3 1/2 hours of STEM education each day. Both groups are a mixture of JCC, Windom, and Mt. Lake students.** An annual survey will be used to gather data about the interest, attitudes, and effectiveness of the event.

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.	Target 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%

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.	Target 2021	Target 2022	Target 2023
Math MCA/MTAS (grades 3-8, 11): The percentage of students eligible for free or reduced price meals enrolled at Jackson County Central for at least half a school year who participated in State testing and are proficient on the MCA and MTAS math tests will increase by 2% each year - baseline 40% in 2019. Similarly enrolled students that are not eligible for free or reduced price meals proficiency rate was 64% in 2019.	44%	46%	48%
Science MCA/MTAS – The percentage of students eligible for free or reduced price meals enrolled at Jackson County Central for at least half a school year who participated in State testing and are proficient on the MCA and MTAS science tests will increase by 2% each year - baseline 44% in 2019. Similarly enrolled students that are not eligible for free or reduced price meals proficiency rate was 55% in 2019.	46%	48%	50%
Student Survey Results: Data will show 1) an increase in cross-district participation (especially among economically and racially diverse populations) 2) 80% of students registered will have 100% attendance.	80%	80%	80%

Goal #3: JCC students' access to effective educators trained in cultural competency will increase from **71.15% in 2020 to 100% in 2023.**

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Aligns with WBWF area: All 3rd graders can read at grade level.

Aligns with WBWF area: All students are ready for career and college.

Aligns with WBWF area: All students graduate from high school.

Goal type: Teacher Equity

Strategies

Strategy Name and # **1 Cultural Competency Training**

Type of Strategy: 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:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

Starting in the 2019-20 school year, JCC Staff Development Committee will require teachers to participate in Cultural Competency training. This training will be offered annually by the committee in a format best suited to current needs, including Education MN training, SWWC training, and/or other State approved training.

Location of services: Jackson County Central Districts

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.	Target 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%
Percent of teachers that have training in cultural competency. Bassline of 71.15% in the fall of 2020	90%	95%	100%

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

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)). The three schools working together by aligning goals allows us to share resources (assessments), ideas, success and failures in meeting the needs of the student as needed. Also, it builds relationships between districts for transitioning students due to moves or open enrollment. The Summer STEM program allows teachers to share in staff development, resources and strategies used in the summer that may be brought back to the classroom. Sharing our resources including equipment allows for expanded opportunities and exposure in summer and throughout the school year.

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)).

RIS Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines 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.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: 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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- 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: Enter location.

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.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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.