

Achievement and Integration Plan July 1, 2020 to June 30, 2023

District ISD# and Name: #656 Faribault

District Integration Status: Racially Isolated District (RI)

Superintendent: Todd Sesker

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Plan submitted by: Heidi Oanes

Title: Integration Coordinator

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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: Enter name.

1. **#2143 Waterville, Elysian, Morristown**
RI - Racially Isolated
2. **#2905 Tri-City United** RI - Racially Isolated
3. **#659 Northfield Public Schools** RI - Racially Isolated
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: Enter name.

Signature:

Date Signed: Enter date.

School Board Chair: Enter name.

Signature:

Date Signed: Enter date.

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: From Faribault: Heidi Oanes, Ryan Krominga, Anne Marie Leland, Sam Ouk, Nicole Yochum, Andrew Adams, Shelly Kolling, Jamie Bente, Mike Meihak, Shawn Peck, Joe Sage, Brad Palmer, Terry Ronayne, Yesica Louis, High School and Middle School Counseling Departments and HS Career Center. For WEM: Joel Whitehurst, Jennifer Wilson. For Northfield: Mary Grace Hanson, Hope Langston. For Tri-City: Terri Preisler, Jeff Eplin. The Faribault team meets on a regular basis combining with other meetings taking place to avoid duplication. The Multidistrict team has the intention of meeting multiple times throughout the year to coordinate efforts and evaluate our plan.

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: Faribault Public Schools, four-year graduation rate, for Black and Hispanic students, will increase from 47.9% in 2019 to 53% by 2023. Aligns with WBWF area: All students graduate from high school.

Goal type: Achievement Disparity

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 #1 Family, School, and Community Partnerships

Type of Strategy: Family engagement initiatives to increase student achievement.

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 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.

Multiple district partners and our parent PTOs are working on a district-wide plan for successful, school, family, and community partnerships based on, Joyce Epstein's, research. Epstein's six types/keys of involvement include: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. Through A&I, we have developed a system for each school, in the district, to plan parent/family events based on the six keys and help provide financial support for the events. With a large population of free/reduced eligible students/families, it can be difficult for parent groups to fundraise to host events for our families. Family/parent connectedness, in the long run, helps improve graduation rates and the overall success of our students. Events may include: curricular focus nights (math, reading, writing, music, etc) providing manipulatives for parents to take home to practice with students, increasing volunteer opportunities for our parents, open lines of communication with FPS and families, provide technological assistance to encourage parents to utilize the parent portal, Schoology, SeeSaw and other applications, tours of schools, working with school counselors, teachers, and administration, financial aid/scholarship help and working with community organizations and businesses within Faribault and Rice County.

Location of services: FPS District Wide

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%
Increase Parent/Family Participation at the Elementary Level by (Baseline will be established at the end of the 19-20' with current participation levels):	15%	20%	25%
Increase Parent/Family Participation at the Middle School Level by (Baseline will be established at the end of the 19-20' with current participation levels):	15%	20%	25%
Increase Parent/Family Participation at the High School Level by (Baseline will be established at the end of the 19-20' with current participation levels):	15%	20%	25%

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

Strategy Name and #2 Cultural Success Coaches

Type of Strategy: Family engagement initiatives to increase student achievement.

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 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.

Cultural Success Coaches will focus on supporting our Black and Hispanic students who have transitioned out of EL Services and moved into mainstream classes. Specific support will be given to those classes where the students have had the highest failure rates and absences: Physical Science, Biology, Intermediate Algebra, US History, and English 10. Coaches will be integrated into the mainstream classes, helping all students but providing additional support to our Black and Hispanic students. Supports may include; helping students participate in class discussions, group project mentorship, attendance issues, communication with parents, helping them become an advocate for themselves. Coaches will also have the opportunities to accompany college and career field trips with our AVID and Academy students to help further the understanding of college access and career opportunities for our Black and

Hispanic students. Coaches will participate in student multi-cultural peer groups to help promote integration of all students.

Location of services: FPS District-Wide

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%
Reduce failure rates of, recently exited from EL, Black and Hispanic students in core, mainstream classes by (baseline will be determined using 19-20 data):	3%	6%	9%
Reduce the number of chronic absences among Black and Hispanic students, who have recently exited from EL services, by: (baseline will be determined using 19-20 data):	3%	6%	9%

Strategy Name and #3 AVID – Advancement Via Individual Determination

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

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.

AVID (Advancement Via Individual Determination) is a nationally recognized and researched system which focuses on challenging average students to be prepared for successful in college and careers in our global society. Faribault Public Schools have AVID Elective classes in grades 6-12 with a focus on increasing the success of our students of color, specifically our Black and Hispanic students. Students have access to college field trips, ACT prep, and twice per week tutorial sessions with hired tutors. The goal is to bring AVID to a school-wide approach where students who are not in the elective class, have access to the same benefits as the AVID students. Best evidence-based practices for all classes focus on WICOR (writing, inquiry, collaboration, organization, reading) along with training in equitable and culturally relevant teaching and learning practices. At the elementary level, schools are creating college and career going atmospheres, inviting guest speakers from a variety of backgrounds within the community, going on college field trips, collaborating with business and community partners in Faribault and implementing early vocabulary and concepts related to career and college readiness. The Counseling department also works very closely with AVID. The expansion of additional supports to all students, at the high school level, will continue to increase opportunities in career and college readiness. We continue to provide staff development support for all levels with AVID our system. We are also creating a systematic, scaffolded approach, K-12, with students having the opportunity to explore different careers, specifically opening the doors for previous marginalized students of color.

Location of services: FPS District Wide

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%
% of Black and Hispanic AVID students attaining a grade of “C” or better in core content classes towards graduation.	80%	83%	86%
% of trained staff in AVID, Evidence Based Practices, Equity, and/or Culturally Relevant teaching and learning practices	50%	62%	75%
All grade levels (K-12) will create a plan to implement career exploration into their curriculum.	50%	75%	100%
% of 9th grade Black and Hispanic AVID students will earn 6 or more credits by the end of their freshman year	84%	88%	92%

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

Strategy Name and #4 9th Grade Academy and 9th Grade Academic Seminar

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:

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|--|---|
| <input 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.

Because of our disparity with our Black and Hispanic students, having higher rates of failing classes which results on being off-track to graduate and increased attendance issues, specific focus will be given to the students while at the same time, be in 9th grade transition classes with all of their peers. We have designed a 3-tiered approach to ensure 9th grade students will have a successful transition into high school and increase, on-time graduation rates, specifically for our Black and Hispanic. Ninth grade, Black and Hispanic students, will either be in AVID, 9th Grade Academy, or 9th Grade Seminar along with their peers. (see AVID above).

The 9th grade Academy is designed to reduce academic failures, narrow the achievement gap, increase student connectedness to Faribault High School, grow leaders, and improve student behavior. The 9th grade Academy will provide a smaller learning environment for a select group of 9th grade students to bridge the transition from middle school to high school. The program will provide a structured, connected and supportive environment where every student will succeed in a rigorous core curriculum. The goal is to have them complete the program on an equal academic level with their peers. The 9th grade Academy runs 3 classes (World History, Physical Science, and English 9),

plus a Guided Seminar/Study Skills class that which guides the students in organization, time management, and work completion tasks and learning. Targeted interventions for our Black and Hispanic students will include enhanced organizational skills, study skills, and life skills for both in and out of school. Each student will have an adult mentor they will meet with on a regular basis. The 9th grade Academy PLC will meet regularly and use data to drive decisions to further help the students success and reduce the disparities with grades and attendance of our Black and Hispanic Students.

The 9th Grade Seminar class – because not all Black and Hispanic 9th graders are in AVID or 9th Grade Academy, there was a gap in providing support need to further their successes. Specifically, passing classes to stay on track for graduation and attendance rates. While all 9th graders (not in AVID or the Academy) will have the seminar class, specific focus will be given to our Black and Hispanic 9th grade students. Similar to the 9th grade Academy, students academic and attendance will be monitored more closely through the work of our Academic Interventionist. They will work closely with the students, families, teachers, and administration to help further the success of our Black and Hispanic 9th graders. Struggling students will also be paired with an adult mentor to meet on a regular basis.

Location of services: Faribault 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.	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%
Reduce the percentage of failures of two or more classes by Black and Hispanic 9th graders by (Baseline data for fall semester of 19-20' was 22% failure of 2 or more classes)	4% of baseline data	8% of baseline data	12% of baseline data
Reduce the percentage of chronic absences (18+ days) of Black and Hispanic 9th graders by (Baseline data for 19-20' was 51.6% students were chronically absent)	10% of baseline data	20% of baseline data	30% of baseline data

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

Strategy Name and #5 CAST – College Ambitions Start Today After-School/Summer Program

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

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.

CAST (College Ambitions Start Today) meets on Monday's during the school year focusing on; college and career preparation, goal setting, scholarship research, FAFSA assistance, college visits, and service learning/volunteer opportunities. While open to any student, specific recruitment processes target our Black, Hispanic, and FRL students who have historically been underserved in college access programming. Dedicated time discussing college funding sources for students of color and those on FRL provides information and support for families is included. During school breaks throughout the year, students have the opportunity to participate in college visits and service-learning project with transportation provided. CAST also offers a three-week summer program with college visits to campuses further away along with exploring the cultural and historical aspects of the cities visited. Licensed teachers, paraprofessionals, and volunteer college students from Carleton College staff this time. A majority of students who utilize this time are our protected class students. Partnerships with local service organizations and nursing homes provide students with leadership and service- learning opportunities throughout, not only the school year, but summer break as well.

Location of services: Faribault 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.	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%
% of FRP eligible students receiving services, in CAST programming, will increase by (base line data will be collected at the end of the 19'-20' school year):	10%	15%	20%
% of Black and Hispanic students receiving services, in CAST programming, will increase by (base line data will be collected at the end of the 19'-20' school year)::	10%	!5%	20%

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

Strategy Name and #6 Falcons for Change and WEB

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 type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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.

Historically, a low number of our Black, Hispanic, and FRL students have participated in leadership opportunities at FMS. The goal is to increase the number of underrepresented students participating. This led to the formation of Falcons for Change. It is open to any student at FMS but school counselors, staff, and administration actively recruit

Black, Hispanic, and FRL students to participate. A goal is to break down barriers between students and help each other understand different cultures and work together in a positive, safe environment while also building their leadership and service-learning skills. Another goal of Falcons for Change is to provide volunteer service to those who need it in our school, in our community, and throughout the world. The volunteer projects connect with our SOAR (Stay Safe, Own your School, Act responsibly, and Respect everyone) themes of the month. Students can volunteer both with the Falcons for Change group or do service projects on their own. Falcons for Change have participated in the following activities: Jefferson Elementary School Walk-a-thon, FMS Book Sale with proceeds going to the purchase of books for newborns, sending cards created by FMS students to military members, running monthly activities at lunch, volunteering at local churches, animal shelters, and nursing homes.

WEB, which stands for “Where Everybody Belongs” is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year at Faribault Middle School. Built on the belief that students can help students succeed, the program trains mentors from FMS' 8th grade class to be WEB Leaders. A concentrated effort is to have Black, Hispanic, and FRL 7th grade students apply to be WEB leaders. Through these efforts, we want to make sure all students are represented by their peers and provide the positive role modeling needed to set themselves up for success through middle and high school. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success. Four main components make up WEB: Middle School orientation, academic follow-ups, social follow ups, and leader- initiated contacts throughout the year. Both of these student groups increase interaction between all student groups and will connect them to a positive school culture and climate to increase their chances of graduating from high school.

Location of services: Faribault Middle 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.	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%
Increase the % of FRP students who participate in WEB and Falcons for Change activities by (base line data will be collected at the end of the 19'-20' school year):	10%	15%	20%
Increase the % of Black and Hispanic students who participate in WEB and Falcons for change activities by (base line data will be collected at the end of the 19'-20' school year):	10%	15%	20%
Enter KIP.			

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

Goal #2: The number of Faribault’s Black and Hispanic, secondary students participating in leadership opportunities, will increase from 12% in 2019 to 30% by 2023. Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Strategy Name and #7 Multi-district Collaboration with WEM, Northfield, and Tri-City United.

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.

***With our first integration partner, WEM, we will continue to combine our students for the multiple Youth Frontier retreats at the elementary and middle school levels and the 4th and 5th grade, Quarry Hill trip between Jefferson Elementary and WEM. This partnership allows the students, specifically from WEM, the opportunity to learn about students with different cultural backgrounds.**

*** In addition, to include our new partners of TCU and Northfield, the four districts have created a multi-district student leadership team. The student leadership team is made up of 20 students, of varying backgrounds, from each district. The first leadership summit focused on looking at the achievement gap for all four districts. Student leaders worked collaboratively together to discuss the data and brainstorm ideas of how to improve achievement for all students. As we move forward with this collaborative effort, students will be brought back together multiple times within each year to review other types of data, societal issues facing youth in the world today and student generated ideas. The collaboration between districts will increase cultural fluency, competency, and interaction with all of the students. A goal would be to move toward having a middle school multi-district team in the near future.**

Location of services: Multi-District Collaboration - varies

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%
Increase the percentage of Black and Hispanic students participating in Student Leadership Summits, in grades, 9-12 by (baseline data will be gathered at the end of the '19-20' school year)	15%	20%	25%
Increase student connectedness with school and each other, through Youth Frontiers Retreats surveys, by:	Baseline Data Collected	10% from baseline	20% from baseline
Increase student participation in pre and post Summit surveys by:	Baseline Data Collected	25% from baseline	50% from baseline

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

Goal #3: By 2023, the number of Faribault’s teachers of color from 1.47% in 2019 to 3% by 2023.

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

Goal type: Teacher Equity

Strategy Name and #8 FPS Grow Our Own

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 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.

As we work towards diversifying our teacher workforce, we will be working with staff, in our system, who have full or partial college degrees to obtain their teaching licenses. Support will include: providing mentorship for the staff members, opportunities to work in other classroom settings to gain experience, working with MSU-Mankato and other universities to create a pathway for licensure, provide academic support and practice on the MTEs, assist with financial aid paperwork and scholarship information. We will also continue to host student teachers from the area along with providing clinical experiences for those in education programs. FPS and our PDS partners through MSU-Mankato are also working on creating a system for our students to obtain college credits, in the field of education, while in high school. This plan/system is still in the early stages of implementation. While we do offer the Teacher Cadet I and II at Faribault High School, this new plan could increase the opportunities for our high school students, specifically aimed at our non-white student population. Initial conversations beyond earning college credit include: how to meet the college entrance requirements, encouraging students to apply for jobs within our systems, especially in the summer, while still in HS, offer field experiences at all education levels for students who are interested in education, and creating a seamless pathway towards becoming an educator. Within the FPS Pre-K-12 system, staff will be working on providing a scaffolded approach to talk about and share what it means to be a teacher at each grade level. The goal of this will be to encourage our own students to think about going into the teaching profession and provide the additional support at the high school level.

Location of services: FPS District Wide

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%
To increase the percentage of teachers of color by (baseline data in 2019 is 1.47%):	1%	2% from baseline	3% from baseline
All grade levels (K-12) will create a plan to implement the exploration of the teaching profession into their curriculum.	50% of classrooms	75%	100%

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)). To avoid the duplication of programs and services, an intra-district committee was formed at

Faribault Public Schools. The members represented Community Education, Targeted Services, District Curriculum, Business Services, and Achievement and Integration staff from Faribault, WEM, Tri-City United and Northfield Public Schools. We laid out all programming across the districts to ensure the maximum benefit, of our budgets, and to avoid duplication and create efficiencies for the next three years. This will benefit our students, parents, staff, and community. WEM and Faribault are collaboratively working together to utilize our resources and ensure multiple opportunities, for all students, as we have in the past. Through our new plan with WEM, Tri-City United, and Northfield, we will be reaching more students, in all four districts, and will continue to meet on a regular basis to ensure we are being as efficient with our resources as possible.
