

## Achievement and Integration Plan

July 1, 2020 to June 30, 2023

**District ISD# and Name:**

**ISD 2898 Westbrook-Walnut Grove Schools**

**District Integration Status:** Adjoining District (A)

**Superintendent:** Loy Woelber

Phone: 507-274-6111

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**Plan submitted by:** Sam Woitalewicz

Title: HS Principal

Phone: 507-620-3001

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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: **Southwest Integration Collaborative**.

1. Marshall Public School V - Voluntary
2. Milroy Public School V - Voluntary
3. RTR Public School V - Voluntary
4. Tracy Area Public School A - Adjoining
5. Wabasso Public School A - Adjoining
6. Murray County Central Public School A - Adjoining
7. Red Rock Central Public School A - Adjoining

### School Board Approval

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

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Loy Woelber

Signature:

Date Signed: 2/17/2020

School Board Chair: Maydra Maas

Signature:

Date Signed: 2/17/2020

## 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:** Marshall Public School, Milroy Public School, Murray County Central Public School, Red Rock Central Public School, RTR Public School, Tracy Area Public School, Wabasso Public School, Westbrook-Walnut Grove Public School: Members of the Southwest Integration Collaborative meet three times per year to plan, monitor, and assess progress of collaborative goals. In preparation for the creation of the 2020-2023 plan each district held district advisory meetings prior to our November 14, 2019 meeting. On November 14, 2019 the council met with Pam Booker from MDE to review plan requirements, garner assistance on broad scope goals and receive guidance on the overall planning process. Through discussions the inter-district goal of increasing college the average number of college credits earned in high school by students of underserved populations was agreed upon. The collaborative strategy of "Summer College" was agreed upon after lengthy discussion and an action plan for implementation was created. Districts then took the goal and determined the specific underserved population they wished to target and created an individual district strategy plan to support the summer college goal.

**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](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)).

**Goal #1:** Increase the average number of college credits earned by qualifying WWG HS FRLP students while in high school from 10 in 2019 to 20 in 2023

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

**Goal type:** Achievement Disparity

**Goal #2:** Increase 3<sup>rd</sup> grade FRLP students' reading proficiency on the MCA from 28% in 2019 to 48% in 2023

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

**Goal type:** Achievement Disparity

**Goal #3:** 100% of students attending the annual environmental science camp will display an improved ability to work with people of different backgrounds as measured by environmental science camp exit surveys.

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

**Goal type:** Integration

**Goal #4:** Increase WWG 11th grade students' ACT composite score from an average of 19.8 in 2019 to 21.3 in 2023.

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

**Goal type:** Achievement Disparity

**Goal #5:** Access for all students to classes taught by educators trained in Cultural Competency best practices will increase from 0% in 2019 to 100% by 2023.

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

**Goal type:** Teacher Equity

## 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 # 1.1 Summer College

**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:

- |  |   |
|--|---|
| <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. Qualifying Southwest Collaborative 10<sup>th</sup> and 11<sup>th</sup> grade students will have the opportunity to enroll in college courses during the summer months. Students from the Southwest Collaborative schools will come together on a singular campus in order to 1) participate in rigorous coursework, 2) earn 3-4 college credits, and 3) build cross-cultural relationships. The uniqueness of this program allows for students to take a college course while having no other courses to worry about as they do during the regular school year. Districts also provide support for students outside of class to ensure “new to college course” students receive the assistance they need to be successful in their first attempt at college level courses. Through this four-week program, our district will decrease economic and racial enrollment disparities that we have identified in our district’s annual CIS summary data. This strategy will include all member districts of the SW Collaborative, including our two racially isolated districts.

Location of services: Marshall High School

## Strategy Name and # 1.2 Integrated Coursework

**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 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. Southwest Collaborative students will be brought together through an innovative course structure that combines online learning with face to face instruction for college credit. In these course structures students will be on their own campus completing coursework taught by effective college professors. Students will also be

interacting with classmates online. One full day per month all students in the course will be brought together at one individual site for unique learning experiences.

Location of services: WWG High School

**Strategy Name and #** 1.3 Expanded College-In-High-School Coursework

**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.

WWG Schools will offer funding for high school teachers to obtain post-graduate credits in order to be able to teach college-in-high school courses and expand student opportunities for WWG High School students to gain college credit while in high school. Expanded opportunities for high school students leads to more credits obtained for qualifying WWG HS FRLP students.

Location of services: WWG High School

**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
Total number of college credits earned by qualifying WWG HS FRLP students while in high school will increase by an average of 1 credit per year.	10	15	20
<b>Totals Per Year</b>	22	5	11

*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)). Within the regular school day/year there is no other program like this. By utilizing the summer months we are efficiently using student time to maximize opportunities for rigorous coursework. Additionally, the unique class format of the integrated coursework will provide students with quality, college-level instruction and field experiences in an entry-level college course.

### Strategy Name and # 2.1 - 1<sup>st</sup> through 3<sup>rd</sup> Grade Reading Interventionist Program

**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 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. Reading interventions will be provided to 1<sup>st</sup> through 3<sup>rd</sup> grade students who are assessed to need additional time for reading skill development. A variety of research-based interventions will be utilized by a trained interventionist to target individual reading deficiencies for students at risk of not reading at grade level without direct interventions. We hope this will in turn improve the gap between FRLP students and non-FRLP students on MCA reading testing by 3<sup>rd</sup> grade. As part of reading interventions, student data will be tracked regarding reading comprehension, fluency, vocabulary development, phonics, and phonemic awareness. Testing completed for these at-risk students will include MobyMax testing, STAR reading testing, and NWEA testing in the fall and spring of each year.

Location of services: Walnut Grove Elementary School

## 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
The percentage of FRLP students reading at grade level will grow by a minimum of 5% annually.	38%	43%	48%
Totals Per Year	29%	25%	52%

## 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)). Our district does not/would not have this program without integration and achievement funds. By utilizing this program our district can service students in short periods of time each day based upon skill need, providing student-specific reading instruction to those in need.

### Strategy Name and # 3.1 Environmental Science 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:

- |  |  |
|--|--|
| <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 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. Students from 4 collaborative districts, including WWG as a racially isolated district, participate in a three-day experiential learning experience at Lake Carlos Environmental Camp. Trained facilitators from all walks of life at Lake Carlos Environmental Camp conduct a three-day experience that 1) increases student knowledge of various eco systems, 2) provides outdoor survival skills, and 3) teaches high levels of teamwork amongst groups of people with different backgrounds. To provide experiences in which students collaboratively work with students from different social, cultural, and economic backgrounds resulting in student's better understanding of the diversity in our world.

Location of services: Lake Carlos Environmental Center

## 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
Number of students that display an improved ability to work with people of different backgrounds will be 100% each year through 2023.	100%	100%	100%
Totals Per Year	Covid	Camp Closed	100%

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.

## 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 multi-district approach to this camp increases cost efficiencies and allows our district to participate in this unique program while allowing students to receive quality opportunities to interact with students from other schools and diverse backgrounds.

### Strategy Name and # 4.1 On To College

**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.



John Baylor On To College ACT Prep courses will give WWG students preparing for the ACT access to quality curriculum and effective instructors trained specifically to improve student ACT scores. Courses will be delivered to students on Wednesday and Friday mornings leading up to school-based ACT testing in March/April of each year. The goal of this program is to improve student ACT scores by at least 1-3 points. This is an easy-to-implement and engaging online test prep course that will improve achievement at WWG Schools. This program will be delivered to WWG students two mornings per week leading up to school ACT testing in April of each year.

Location of services: WWG High School

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether 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
Increase composite scores of WWG 11th grade students taking the ACT by 1 point each year.	19.3	20.3	21.3
Totals Per Year	21.8	20.3	20.2

## 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 strategy allows for specific instruction designed to improve ACT scores for our students. We do not have a program or teacher at school to give this specific instruction. The On To College program delivered in online format allow students to access this material wherever and whenever they want.

**Strategy Name and #** 5.1 Cultural Competency Training for WWG Teachers.

**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. Teachers in the WWG School District will receive Cultural Competency training through online or in-person coursework. This will allow teachers at WWG to follow best practice in understanding, communicating, interacting with, and developing positive attitudes towards students across all cultures. This training program promotes self-reflection and discussion on many different ideas including racial, cultural, and socioeconomic groups, religion, systematic racism, gender identity, students with disabilities, and mental health concerns. Training will deepen teachers’ understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students’ families, and the school community.

Location of services: WWG School District

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether 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
Access for all students to classes taught by educators trained in Cultural Competency best practices will increase by 33% each year until 2023.	33%	66%	100%
Totals Per Year	35%	70%	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)). This strategy allows for teachers to receive additional training regarding cultural competency that they wouldn’t receive without A&I funding. It will also allow teachers to learn about best practice in regards to incorporating student cultural values and identities in the daily education of students.