



## Achievement and Integration Plan Form

**July 1, 2022 to June 30, 2025**

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

**District ISD# and Name:** 0309 Park Rapids Area

**Title of Person submitting Report:** Lance Bagstad

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

Phone: 218-237-6501

**Superintendent Name:** Lance Bagstad

Email: lbagstad@parkrapids.k12.mn.us

Superintendent Phone Number: 218-237-6501

Superintendent Email: lbagstad@parkrapids.k12.mn.us

### 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. N/A

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

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

***Provide the name of your integration collaborative if you have one:***

1. Pine Point Schools

### 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](#)).

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 (enter name) Lance Bagstad

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

School Board Chair (enter name) Sherry Safratowich

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

## Plan Input

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

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

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

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

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

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

Multidistrict Collaboration Council: Park Rapids Area WBWF Committee: Jacob Lof - Student Rep., Anna Eckmann - Student Rep., Gabe Sturtz - Parent Rep., Alicia Hillesland - Parent Rep., Dannette Larson - Native American Community Rep., Carmen Arellano - Native American Community Rep., Angie Voigt - Community Rep., Laurie Conzemius - Community Rep., Nichole Weston - Community Rep., Krystal Murphy - Community Career Collaboration Coordinator & Committee Chairperson, Marilyn Matheny - AFSCME Rep., Stephen Funk - EdMN Rep., Jen Michaelson - Elementary School Rep., Garret Kovach - Middle School Rep., Brent Vandal - High School Rep., Terry Schroeder - Staff Development Rep., Jill Stevenson - Director Curriculum & Instruction, Steph Mercil - Elementary Assistant Principal Admin. Rep., Mark Frank - Middle School Assistant Principal Admin. Rep., Mike LeMier - Century School Principal Admin. Rep., Jeff Johnson - High School Principal Admin. Rep., Lance Bagstad - Superintendent District Admin. Rep., Dana Kocka - School Board Rep., Clayton Hoyt - School Board Rep.

The WBWF Committees with additional input from the Parent Committee and community liaison are part of the planning process. The WBWF Committees meet periodically to review the WBWF Plan's goals, objectives and results. The committee also meets to review curricular programming for the entire district.

Community Collaboration Council for Racially Identifiable School(s): **N/A**

## Submitting this Plan

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

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

## Achievement and Integration Goals

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

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

**Enter SMART Goal #1:** By 2025, 95% of 6th through 12 grade students will complete one of the Interests, Skills, or Work Values assessments in Navigator and 95% of 11th through 12th grade students will complete either the ASVAB, ACT or Accuplacer assessments or Transitional Skills Planning.

Choose a WBWF goal area: All students are ready for career and college.

**Choose the type of Goal:**

Achievement Disparity

Integration

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).

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

**Strategy Name and # Enter:** 1.1 Community Career Collaboration Coordinator

**Choose the 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:

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

Option 2: Provides school enrollment choices.

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

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

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

**Add narrative.** Park Rapids Area Schools plan to implement a comprehensive college and career readiness program. Utilizing a Community Career Collaboration Coordinator (CCCC), the Park Rapids Area school will provide many opportunities and initiatives for students' post-secondary preparation. Activities of the CCCC and initiatives may include:

Activities:

- Facilitate Career & Community Advisory Board: 4-6 board meetings each year along with 1-2 committee meetings in various industries. (depending on level of community partnerships)
- CAPS (Center for Advanced Professional Studies) implementation: Develop & strengthen community partnerships and implement these opportunities in the school
- Career Fair planning
- Student referral, job shadowing
- Teach 1-2 CAPS classes per trimester
- The Community Career Collaboration Coordinator will focus the Power of One while working on Connections with Freshman, Priorities with Sophomores, Vision with the Juniors, and Legacy with the Seniors.

Initiatives:

- Park Rapids Area Schools, with coordination with Pine Point Schools and PRAVA (Park Rapids Area Virtual Academy), will enroll all 6th-12th grade students to create their own Navigator/YouScience profiles to ensure all students have access to personalized college and career readiness resources and goal setting. All students can take their Navigator/YouScience portfolios with them for life as well as utilizing them throughout their time in Middle and High School in their academic classes and student advising/mentoring sessions.
- Park Rapids Area Schools, PRAVA (Park Rapids Area Virtual Academy), and Pine Point Schools will provide opportunities for equal and equitable access to college and career opportunities in various ways, listed previously and below.
- 9th grade students begin the process of determining their future career possibilities through a required career unit in their social studies classes. Each student through Navigator/YouScience compiles his/her career portfolio (online) and is encouraged to maintain this portfolio throughout their high school career.
- Students given elective choices through Panther Tracks registration. A list of electives is given as a suggestion for different career opportunities.
- 10th grade students attend the Passport to the Future program hosted by the Northwest Technical College each spring.

- All 10th grade students complete the ASPIRE assessment to gauge English, Science & Math skills. The ASPIRE measures college readiness levels and provides students feedback regarding what skills need to improve to be successful on the ACT/SAT.
- 9th and 11th grade students go to the Northern AdvantEdge Career Expo at Bemidji State University in the fall.
- 11th grade students complete the ASVAB assessment each fall. The ASVAB assesses career interests, skills, and abilities. This assessment provides students with beneficial information regarding academic and career strengths and areas of needed improvement.
- 11th grade students are given the opportunity to take the ACT multiple times throughout the year. The ACT is an assessment that measures academic skills in English, Reading, Math, Science and Writing. The ACT is encouraged for anyone wanting to further their education.
- 11th grade students are given the opportunity to complete the PSAT assessment. The PSAT measures student academic skills in Math, Verbal, and Science. Students are provided feedback regarding what they can do to improve their ACT/SAT scores and the skills they need to improve upon for college readiness. PSAT slots are limited, however, as there is only room for 20 test takers at a given time.
- 11th grade students meet with the counselor at the end of their junior year to discuss senior/postsecondary plans, career interests, and to address questions/concerns regarding graduation the following year.
- 12th grade students are invited to the annual education and college fair at M State in Wadena each fall. All seniors attend the college fair to visit with university and college representatives about financial aid, tuition, scholarship information, admittance requirements, and ask in-depth questions about the various schools and their programs. This is an opportunity for students to network with institutions and gather information for post-secondary options available to them.
- Each 12th grade student will meet with the school counselor at least twice a year, fall and spring, to review their progress for graduation requirements, college and career interests, and to be assisted with college/career choices and enrollment/admission procedures.
- A parent meeting is held by the school counselor to inform families of processes and expectations for completing the FAFSA, making college visits, enrollment and admissions, and to provide support as students determine their college and career steps.
- Teachers will bring community experts into the classroom. The experts will share how they utilize the information from the specific class in their occupations.
- Motivational speakers, career analysts on emerging fields, local businesses including: manufacturing, medical and business will be part of our programming throughout the year. With this program, we obtained a grant through Northwest Minnesota Foundation and TEAM Industries and use our improved Industrial Technology Center to connect with local businesses. The district Community Career Collaboration Coordinator continues to bridge the gap between school and businesses.
- Park Rapids Area Schools will work towards traveling too, hosting and developing career fairs, job fairs, trades expos, safety training, career camp scholarships, career readiness or skills curriculum, etc. to allow all students access to career exploration and to get to know their local community.
- Park Rapids Area Schools will coordinate with 7th & 8th grade students from the Middle School as well as Pine Point School's for Peer Mentoring and Integration with High School Students in the mentoring program. These student mentors will travel to the other schools for activities to help with the

transitioning to the high school as well as into the Panther Tracks Post-Secondary & Career Readiness Program.

- Park Rapids Area Schools will coordinate with the community for the Community Career Mentoring Program. Students will take part in round table discussions and build relationships with career professionals within our community. These mentors will guide students through career exploration and skills development to reach their goals for during and after high school.
- Park Rapids Area Schools will coordinate with Pine Point School’s 7 and 8 grade students and staff in activities and opportunities related to college and career readiness. Additionally, Pine Point students will have opportunities to attend career fairs, occupational speakers and other activities sponsored by Park Rapids Area Schools. We encourage Pine Point staff and students to engage in other aspects the programming that is aligned with college and career goals.

**Enter location of services:** Park Rapids Area High School and Middle 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.	2023 Target	2024 Target	2025 Target
11th grade students will complete one of the ASVAB, ACT, or Accuplacer assessments or Transitional Skills Planning.	85%	90%	95%
8th through 12th grade students will complete at least one of the assessments in Navigator/YouScience guided by the Community Career Collaboration Coordinator.	85%	90%	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.

**Enter SMART Goal #2:** By 2025, the district will consistently have Fifth grade and Eighth grade students reduce the number of students earning an “F” grade in Reading from Fall to Spring of the targeted academic year.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

## 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).

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

**Strategy Name and # Enter:** 2.1 MS Math and Reading Interventionist

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

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

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

Option 2: Provides school enrollment choices.

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



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

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

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

**Add narrative.** In the Park Rapids Area Middle School, regular education staff continue to further develop and implement mid-level Alternative Learning Center (ALC) programming, including transition classes in reading and math, to provide differentiated learning for all students, including PRAVA students (Park Rapids Area Virtual Academy). Providing students with targeted interventions in math and reading instruction to reduce the discrepancy of test scores among student groups is essential for success. The Math and Reading Interventionist will target middle school math and reading students identified through the FASTBridge Assessment, and Multi-Tiered System of Supports (MTSS). Incentive revenue (FIN 318) may be used to fund strategies that will decrease racial and economic enrollment disparities. Additionally, the revenue will target Free and Reduced students for strategies to increase math and reading achievement.

Park Rapids Area Schools and PRAVA (Park Rapids Area Virtual Academy), the middle school level differentiated program will include the development of a Continual Learning Plan for each learner that identifies the learning experiences and expected outcomes. The program will address a cross-section of at-risk learners from all student populations. Additional strategies the middle school uses to close the achievement gap is Targeted Services during the school year. Targeted Services are also offered during the summer to eliminate regression.

The MS Math and Reading Interventionist will assist our students and add programming for individual learning styles for student success. Based on the RTI model in place at the MS, FastBridge will be utilized to screen, diagnosis, and progress monitor the progress of students. The FAST data will allow the Interventionists to match interventions to need, to intensity of intervention, and improving intervention implementation. With this FAST data, the following programs will be implemented to close the achievement gap in math and reading.

Moby's adaptive research-based curriculum, or other research based best practices and/or curriculum as best determined, through diagnostic placement tests, can create individualized plans for each student. The program targets learning gaps and yet allows students to progress, tracking data along the way. Student data is continually updated as students progress teaching those skills with targeted instruction, practicing skills until mastery is demonstrated, and implementing a review cycle to ensure complete retention.

Working with the math and reading interventionist we will target our FRPL students, who are currently underrepresented in our rigorous Advanced Math in grade 8 class as well as the Tier 1 Reading courses, and increase their enrollment in those courses.

**Enter location of services:** Century Middle 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.	2023 Target	2024 Target	2025 Target
Fifth grade students will increase their comprehension on the FASTBridge aReading test from 65% at or above benchmark in the fall to 70% at or above benchmark in the spring as measured by the FastBridge aReading (Benchmarks) test.	65% in Fall to 70% in Spring		
Eighth grade students will increase their comprehension on the FASTBridge aReading test from 52% at or above benchmark in the fall to 57% at or above benchmark in the spring as measured by the FastBridge aReading (Benchmarks) test.	52% in Fall to 57% in Spring		
5th grade will reduce the number of students earning an "F" grade in Reading/Language Arts by 50% from 8 in Trimester 1 to 4 or fewer at the end of Trimester 3.		Reduce by 50% by Tri 3	Reduce by 50% by Tri 3
8th grade will reduce the number of students earning an "F" grade in Reading/Language Arts by 50% from 21 in Trimester 3 of the 2022-2023 school year to 10 or fewer at the end of Trimester 3 in the 2023-2024 school year.		Reduce by 50% by Tri 3	Reduce by 50% by Tri 3

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

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

**Enter SMART Goal #3:** By 2025, the district will consistently have Fifth grade and Eighth grade students reduce the number of students earning an "F" grade in Math from Fall to Spring of the targeted academic year.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

## 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).

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

**Strategy Name and # Enter:** 2.1 MS Math and Reading Interventionist

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

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

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

Option 2: Provides school enrollment choices.

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

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

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

**Add narrative.** In the Park Rapids Area Middle School, regular education staff continue to further develop and implement mid-level Alternative Learning Center (ALC) programming, including transition classes in reading and math, to provide differentiated learning for all students, including PRAVA students (Park Rapids Area Virtual Academy). Providing students with targeted interventions in math and reading instruction to reduce the discrepancy of test scores among student groups is essential for success. The Math and Reading Interventionist will target middle school math and reading students identified through the FASTBridge Assessment, and Multi-Tiered System of Supports (MTSS). Incentive revenue (FIN 318) may be used to fund strategies that will decrease racial and economic enrollment disparities. Additionally, the revenue will target Free and Reduced students for strategies to increase math and reading achievement.

Park Rapids Area Schools and PRAVA (Park Rapids Area Virtual Academy), the middle school level differentiated program will include the development of a Continual Learning Plan for each learner that identifies the learning experiences and expected outcomes. The program will address a cross-section of at-risk learners from all student populations. Additional strategies the middle school uses to close the achievement gap is Targeted Services during the school year. Targeted Services are also offered during the summer to eliminate regression.

The MS Math and Reading Interventionist will assist our students and add programming for individual learning styles for student success. Based on the RTI model in place at the MS, FastBridge will be utilized to screen, diagnosis, and progress monitor the progress of students. The FAST data will allow the Interventionists to match interventions to need, to intensity of intervention, and improving intervention implementation. With this FAST data, the following programs will be implemented to close the achievement gap in math and reading.

Moby's adaptive research-based curriculum, or other research based best practices and/or curriculum as best determined, through diagnostic placement tests, can create individualized plans for each student. The program targets learning gaps and yet allows students to progress, tracking data along the way. Student data is continually updated as students progress teaching those skills with targeted instruction, practicing skills until mastery is demonstrated, and implementing a review cycle to ensure complete retention.

Working with the math and reading interventionist we will target our FRPL students, who are currently underrepresented in our rigorous Advanced Math in grade 8 class as well as the Tier 1 Reading courses, and increase their enrollment in those courses.

**Enter location of services:** Century Middle 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.	2023 Target	2024 Target	2025 Target
Fifth grade students will increase their comprehension on the FASTBridge aMath test from 64% at or above benchmark in the fall to 69% at or above benchmark in the spring as measured by the FastBridge aMath (Benchmarks) test.	64% in Fall to 69% in Spring		
Eighth grade students will increase their proficiency on the FASTBridge aMath test from 60% at or above benchmark in the fall to 65% at or above benchmark in the spring as measured by the FastBridge aMath (Benchmarks) test.	60% in Fall to 65% in Spring		
5th grade will reduce the number of students earning an "F" grade in Math by 50% from 10 in Trimester 1 to 5 or fewer at the end of Trimester 3.		Reduce by 50% by Tri 3	Reduce by 50% by Tri 3
8th grade will reduce the number of students earning an "F" grade in Math by 50% from 12 in Trimester 3 of the 2022-2023 school year to 6 or fewer at the end of Trimester 3 in the 2023-2024 school year.		Reduce by 50% by Tri 3	Reduce by 50% by Tri 3

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

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

**Enter SMART Goal #4:** By 2025, 95% of district staff will complete professional development opportunities in Adverse Childhood Experiences (ACES) training, Cultural Competencies training, Suicide Prevention training, EmpowerU Mental Health training, and/or attend Keynote Speakers that are important issues for our school community to improve our student achievement scores and outcomes for all student groups.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

## 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).

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

**Strategy Name and # Enter:** 3.1 Relationship development for all staff in diversity and equity.

**Choose the Type of Strategy:** Equitable access to effective and more diverse teachers.

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

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

Option 2: Provides school enrollment choices.

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

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

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

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

**Add narrative.** The Park Rapids area school district has committed to building relationships with all students and stakeholders. The district will host and advance the ACES training program that has been embraced community wide as well as Cultural Competencies training, Suicide Prevention training, and bring in Keynote Speakers that are important issues to our school community. The district continues to recruit diverse and expert staff to add value to the professional staff and student experiences. Pine Point staff will be invited to participate with Park Rapids Area Schools staff in professional development opportunities regarding Adverse Child Experiences training.

**Enter location of services:** Park Rapids Area School District

## Key Indicators

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

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

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
Complete ACES training, Cultural Competencies training, Suicide Prevention training, and/or attend Keynote Speaker opportunities for all staff.	85%	90%	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.

## **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)).

Park Rapids Area Schools is committed to closing the achievement gap and enhancing integration. Our plan provides core pieces to eliminate duplicative efforts and brings efficiency to our strategies. Goal 1.1 provides a home for college and career readiness for all of our students through their own unique profiles and free practice testing resources that students would otherwise have to pay for. This closes the gap for our FRPL students and provides access to individualized future planning, so no student is missed and has a higher chance at graduating. This also allows students who would otherwise not sign up for additional electives to seek enrollment in higher level or career based courses that will benefit their future after high school. Goal 2.1 allows our school to provide resources and additional instruction for students in our middle school area that need the educational improvements, specifically in reading and math, in an effort to close the achievement gap in this age group. Goal 3.1 provides our staff the ability to reach and relate to all of our students, as we work to increase equitable access to effective and diverse teachers. Our plan provides strategies that our whole school can unify under through the achievement and integration program.