



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

**District ISD# and Name:** 742 St. Cloud Area School District

**District Integration Status:** Racially Isolated District /Racially Identifiable School (RI/RIS)

**Superintendent:** Dr. Laurie Putnam

**Phone:** 320-370-8001

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**Plan submitted by:** Ayan Omar

**Title:** Director of Equity Services

**Phone:** 320-370-8105

**Email:** [ayan.omar@isd742.org](mailto:ayan.omar@isd742.org)

**Racially Identifiable Schools within District**

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

- 1. Lincoln Elementary

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.: **Multi-District Collaboration Council (MDCC)**

- 1. **Annandale A** - Adjoining
- 2. **Foley A** - Adjoining
- 3. **Becker A** - Adjoining
- 4. **Holdingsford A** - Adjoining
- 5. **Rocori A** - Adjoining
- 6. **Sauk Rapids/Rice A** - Adjoining
- 7. **Monticello A** - Adjoining
- 8. **Kimball A** - Adjoining

**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: Laurie Putnam

Signature:

Date Signed:

School Board Chair: Shannon Haws

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](#).

The American Indian Parent Advisory members were consulted regarding the FY23-26 Achievement & Integration Plan. There were no additional recommendations at this time.

**American Indian Parent Advisory Committee**

| Name                 | Title                                 |
|----------------------|---------------------------------------|
| Kip Perkins          | Indian Education Programs Coordinator |
| Jim Knutson-Kolodzne | Community Resource                    |
| Kip Perkins          | Chair of AIPAC                        |
| Lacey Lokken         | American Indian Parent                |
| Luis Campero         | Vice Chair, American Indian Parent    |
| Joe White Hawk       | Tribal Elder                          |
| Josefinia Villa      | American Indian Parent                |

**Multidistrict Collaboration Council:**

| District  | Main Contact     | Title                               | Email Address           | Superintendent | Superintendent Email   |
|-----------|------------------|-------------------------------------|-------------------------|----------------|--|
| St Cloud  | Ayan Omar        | Dir. of Equity Services             | ayan.omar@isd742.org    | Laurie Putnam  | <a href="mailto:laurie.putnam@isd742.org">laurie.putnam@isd742.org</a> |
| St. Cloud | Barika Davis     | Family Access and Community Liaison | barika.davis@isd742.org |                |  |
| Annandale | Victoria Beckman | Equity Specialist                   | vbeckman@isd876.org     |                |  |

|                  |                  |                                |                                       |               |                          |
|------------------|------------------|--------------------------------|---------------------------------------|---------------|--------------------------|
| Becker           | Minda Anderson   | Coordinator                    | manderson@isd726.org                  |               |                          |
| Foley            | Richard McMorrow | Coordinator                    | rmcmorrow@apps.isd51.org              |               |                          |
| Holdingford      | Chris Swenson    | Superintendent                 | chris.swenson@isd738.org              | Chris Swenson | chris.swenson@isd738.org |
| Monticello       | Cynthia Fasching | Equity Specialist              | cynthia.fasching@monticello.k12.mn.us |               |                          |
| Monticello       | Kara Radke       | Equity Specialist              | kara.radke@monticello.k12.mn.us       |               |                          |
| ROCORI           | Jake Zauhar      | Various                        | zauharj@rocori.k12.mn.us              |               |                          |
| ROCORI           | Sam Court        | Principal                      | courtsam@rocori.k12.mn.us             |               |                          |
| Sauk Rapids-Rice | Jenny Bushman    | Acad Achievement & Support Svc | jenny.bushman@isd47.org               |               |                          |

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

| Name             | Position   |                           |
|------------------|--|---------------------------|
| Dr. Jason Harris | Assistant Superintendent for Secondary Schools             | jason.harris@isd742.org   |
| Nicole Hansen    | Assistant Superintendent for Elementary Schools            | nicole.hansen@isd742.org  |
| Donna Roper      | Executive Director for Research, Assessment and Enrollment | donna.roper@isd742.org    |
| Barika Davis     | Family Access and Cultural Liaison                         | barika.davis@isd742.org   |
| Amy Skaalerud    | Executive Director for Finance and Business Services       | amy.skaalerud@isd742.org  |
| Ahmed Abdi       | Equity Programs Supervisor                                 | ahmed.abdi@isd742.org     |
| Kip Perkins      | American Indian Education Programs Coordinator             | kip.perkins@isd742.org    |
| Camille Murphy   | Principal of Lincoln Elementary School                     | camille.murphy@isd742.org |

**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)).

## Achievement Goal

**Goal #1: Graduation rates for student who identify as Black, Hispanic, American Indian or as two or more races will reach 85 percent by 2026.**

### Graduation Rates:

| Student Group     | 2020  | 2021  | 2022  | 2026 Target |
|-------------------|-------|-------|-------|-------------|
| Black             | 53.3% | 63.2% | 66.0% | 85.0%       |
| Amer Indian *     | 40.0% | 83.3% | 16.7% | 85.0%       |
| Hispanic          | 54.1% | 58.0% | 55.6% | 85.0%       |
| Two or More Races | 48.8% | 44.4% | 44.4% | 85.0%       |

\*small counts (CTSTR)

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

**Goal type:** Achievement Disparity

## Goal #1 Strategies

### Strategy #1: Data Informed Decision-Making with Tiered Interventions for Reading Support

**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:

**X 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.

Third and fourth grade teachers will receive training and resources in a framework designed to improve literacy achievement. This framework is research-based and focuses on quality core instruction, data-driven decision making, and tiered interventions.

**Location of services:** Discovery, Madison, Lincoln, Westwood, Oak Hill, Kennedy, Clearview

**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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| The percentage of third grade teachers trained in data informed decision-making with tiered interventions for reading support will increase to 100% by 2026.                                 | 40%         | 60%         | 100%        |
| One hundred percent of principals will conduct Learning Walks each trimester to monitor implementation of interventions by trained teachers.   | 100%        | 100%        | 100%        |
| One hundred percent of teachers trained in this intervention will enter student data into a district created system each year.   | 100%        | 100%        | 100%        |

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

**(2024-25 Improvements) Strategy # 2: Credit Recovery Stipends**

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled at ALC. Credit Recovery efforts provide opportunities for secondary students to make up missed high school credits in an intentional and flexible way, embedded into the school hours.

**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:

**X 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.**

Without this opportunity, protected students would be less likely to graduate with missing credits. This opportunity involves identification of students and engagement in subject matter and rigorous courses through their educational career. Credit Recovery is a more standard classroom where students take classes with a skilled teacher to recover core subject credit. Class sizes are kept small so students can receive individual support and earn missing credits.

**Location of services:** Tech and Apollo

**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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Screen and identify all Tech and Apollo students who need credit recovery prior to graduation.   | 100%        | 100%        | 100%        |
| The percentage of students recovering their credit and who will graduate on time will increase to 100% by May 2026.  | 50%         | 80%         | 100%        |

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

### Strategy #3: Professional development and support in culturally responsive instruction

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**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 graduation rates.
- Increases access to effective and diverse teachers.
- Increases cultural fluency, competency, and interaction.**

**Narrative description of this strategy.**

As the student demographics of St. Cloud Area Schools continue to evolve, the need for continued training in culturally responsive instructional strategies will remain a priority for our teachers. This includes strategies that help teachers identify students’ academic potential through a cultural lens.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| The number of sites trained in culturally responsive instructional practices will increase.  | Baseline    | 8           | 15          |

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

### Strategy #4: Educational Equity Outreach Coordinator

**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:

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

**Narrative description of this strategy.**

The Educational Equity Outreach Coordinators (EEOCs) serve as mentors and advocate for the successful achievement and development of protected students and their families. Their primary method of working with students will be through the use of the research-based intervention, Check and Connect. Check and Connect is designed to reduce truancy, behavior referrals, and dropout rates. Baseline data will be established during the 2023-2026 school year for this strategy.

**Location of services:** 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 2024               | Target 2025      | Target 2026      |
|--|---------------------------|------------------|------------------|
| Increase the percentage of family interactions for students on EEOC caseloads.   | Baseline data established | +20% of baseline | +40% of baseline |
| Increase overall student attendance by building by 5% each year.   | +5% of baseline           | +10% of baseline | +15% of baseline |

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

### Strategy #5: Bilingual Communication Support Specialist

**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:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**X Increases cultural fluency, competency, and interaction.**

### Narrative description of this strategy.

The Bilingual Communication Support Specialist (BCSS) is designed to work with students as a link between home and school and also to help make school more relevant by addressing concerns of cultural differences within their school community. These staff are strategically placed at district schools to help protected students and families become better integrated socially, emotionally, and academically within the school environment.

**Location of services:** 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 2024               | Target 2025      | Target 2026      |
|--|---------------------------|------------------|------------------|
| Increase the percentage of family interactions for students on BCSS caseloads.   | Baseline data established | +20% of baseline | +40% of baseline |
| Increase overall student attendance by building by 5% each year.   | +5% of baseline           | +10% of baseline | +15% of baseline |

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

### Strategy #6 Family and Community Engagement Opportunities

**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:

- 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.

**X Increases graduation rates.**

- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

Family and community engagement programming is school-specific to meet the unique needs of the cultural and diverse needs of the families that are served. Through school-specific programs, opportunities for parents and families will be provided to acquire skills and knowledge to help them support their child’s academic and social/emotional needs. Sessions are delivered to parents around topics including school curriculum, school-home communications, accessing community and school resources, school processes and procedures, and additional topics as needs arise. The overarching goal is to equip families and parents to have the necessary tools and support to help their child on a path to graduation in partnership with the school district.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the % of climate survey responses from parents of protected students from 16% to 40% by 2026.   | 25%         | 33%         | 40%         |

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

**Strategy #7 Family Advocates**

**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:

- X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**
- Provides school enrollment choices.

**X Increases graduation rates.**

- Increases access to effective and diverse teachers.

- X Increases cultural fluency, competency, and interaction.**

**Narrative description of this strategy.**

The Family Advocates will work with students, families, and staff throughout the district to help bridge the gap between home, community, and school. This position will establish programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff. The effectiveness of this intervention will be assessed through attendance, office discipline referrals, and grades of participating students. Family Advocates will be located at a building site and will travel throughout the district.



**Location of services:** North/Apollo, South/Tech, Talahi/Lincoln, and Madison

### 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in groups until each student group reaches its maximum capacity.   | Baseline    | 80%         | 100%        |

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

### Strategy #8 Family Access and Community Liaison

**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.

The Family Access and Cultural Liaison will work with students, families, and staff throughout the district to help bridge the gap between home, community, and school. This position partners with community resources and programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in groups until each student group reaches its maximum capacity.   | Baseline    | 80%         | 100%        |

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

### Strategy #9 Pre-college Tutors

**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.

**X Increases graduation rates.**

- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

The goal of this program is to help students who are from underrepresented groups receive services in order to improve their grades and get on a career or college track. We accomplish this goal by identifying tutors to support students' learning needs.

**Location of services:** South, North, Apollo, Tech, McKinley Area Learning Center

**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 2024 | Target 2025       | Target 2026       |
|--|-------------|-------------------|-------------------|
| Increase the percent of students receiving available support from baseline by 4% each year.  | Baseline    | +4% from baseline | +8% from baseline |

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

**Strategy #10 Student Leadership and Mentoring**

**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 graduation rates.
- Increases access to effective and diverse teachers.

**X Increases cultural fluency, competency, and interaction.**

**Narrative description of this strategy..**

These supports provide students from various racial backgrounds opportunities to increase cultural fluency and competency through shared learning and mentoring. Students have the opportunity to collaborate in small and large groups.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in groups until each student group reaches its maximum capacity.   | Baseline    | 80%         | 100%        |

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

**Strategy #11: BARR Coordinators at the high schools**

**Type of Strategy:** Building Assets and Reducing Risks 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.**

The BARR Coordinator’s primary role is to connect with students and collaborate with administrators, teachers, and staff. This position creates systems to identify, track, and support at-risk students to implement researched-based programs and intervention strategies to help students. Interpersonal contact (both with students and teachers) is heavily emphasized.

**Location of services:** Apollo High School and Tech 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in fine arts, activities, and school events.   | Baseline    | 80%         | 100%        |

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

**Achievement Goal**

**Goal #2: Increase 3rd grade MCA reading proficiency rates of Black, American Indian, Hispanic and Two or more Races to 50% by 2026.**

| Student Group     | 2019  | 2022  | Target by 2026 |
|-------------------|-------|-------|----------------|
| Black             | 20.1% | 21.6% | 50%            |
| Amer Ind*CTSTR    |       |       | 50%            |
| Hispanic          | 45.8% | 24.5% | 50%            |
| Two or More Races | 37.2% | 30.4% | 50%            |

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

**Goal type:** Achievement Disparity

## Strategy #11: LETRS Training for 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.**

- Increases graduation rates.  
 Increases access to effective and diverse teachers.

- Provides school enrollment choices.  
 Increases cultural fluency, competency, and interaction.

### Narrative description of this strategy.

Teachers will receive training and resources in a framework designed to improve literacy achievement. This framework is research-based and focuses on quality core instruction, data-driven decision making, and tiered interventions.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| One hundred percent of principals will conduct Learning Walks each trimester to monitor implementation of interventions by trained teachers.   | 100%        | 100%        | 100%        |
| One hundred percent of teachers trained in this intervention will enter student data into a district created system each year.   | 100%        | 100%        | 100%        |
| The percentage of fourth grade Black students achieving growth in reading, as defined by the North Star MDE growth model on the Reading MCA, will increase to 60% by May 2026.               | 42%         | 55%         | 60%         |
| The percentage of fourth grade Hispanic students achieving growth in reading, as defined by the North Star MDE growth model on the Reading MCA, will increase to 60% by May 2026.            | 42%         | 55%         | 60%         |

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

## Strategy #12: Professional development and support in culturally responsive instruction

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**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.**

**Increases cultural fluency, competency, and interaction.**

- Provides school enrollment choices.

- Increases graduation rates.  
 Increases access to effective and diverse teachers.

### Narrative description of this strategy.

As the student demographics of St. Cloud Area Schools continue to evolve, the need for continued training in culturally responsive instructional strategies will remain a priority for our teachers. This includes strategies that help teachers identify students' academic potential through a cultural lens.

### Strategy # 13: Young Scholars

**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:

**X 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.

The goal of the Young Scholars program is to identify students who may not be considered for advanced academic programming. Without this opportunity, protected students would be less likely to pursue advanced levels of learning. Because this program involves identification of students beginning in kindergarten, it provides opportunity to develop potential at an early age. These students will be prepared to engage in challenging subject matter and rigorous courses through their educational career.

**Location of services:** Discovery, Madison, Westwood, Oak Hill, Kennedy, Lincoln, Clearview

### 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Screen all American Indian students annually for Young Scholars.   | 100%        | 100%        | 100%        |
| The percentage of American Indian students making a minimum of one year's growth in math and reading as measured by STAR will increase to 100% by May 2026.                                  | 50%         | 80%         | 100%        |

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

### Strategy #14: Professional development and support in culturally responsive instruction

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**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:

**X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**

- Increases graduation rates.
- Increases access to effective and diverse teachers.

Provides school enrollment choices.

**X Increases cultural fluency, competency, and interaction.**

**Narrative description of this strategy.**

As the student demographics of St. Cloud Area Schools continue to evolve, the need for continued training in culturally responsive instructional strategies will remain a priority for our teachers. This includes strategies that help teachers identify students’ academic potential through a cultural lens.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| The number of sites trained in culturally responsive instructional practices.  | Baseline    | 8           | 15          |

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

**Strategy #15: Educational Equity Outreach Coordinator**

**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:

**X. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**

- Increases graduation rates.
- Increases access to effective and diverse teachers.

Provides school enrollment choices.

**X Increases cultural fluency, competency, and interaction.**

**Narrative description of this strategy.**

The Educational Equity Outreach Coordinators (EEOCs) serve as mentors and advocate for the successful achievement and development of protected students and their families. Their primary method of working with students will be through the use of the research-based intervention, Check and Connect. Check and Connect is designed to reduce truancy, behavior referrals, and dropout rates. Baseline data will be established during the 2023-2026 school year for this strategy.

**Location of services:** 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 2024               | Target 2025      | Target 2026      |
|--|---------------------------|------------------|------------------|
| Increase the percentage of family interactions for students on EEOC caseloads.   | Baseline data established | +20% of baseline | +40% of baseline |

|  |                 |                  |                  |
|--|-----------------|------------------|------------------|
| Increase overall student attendance by building by 5% each year. | +5% of baseline | +10% of baseline | +15% of baseline |
|--|-----------------|------------------|------------------|

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

### Strategy #16: Bilingual Communication Support Specialist

**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:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**X Increases cultural fluency, competency, and interaction.**

#### Narrative description of this strategy.

The Bilingual Communication Support Specialist (BCSS) is designed to work with students as a link between home and school and also to help make school more relevant by addressing concerns of cultural differences within their school community. These staff are strategically placed at district schools to help protected students and families become better integrated socially, emotionally, and academically within the school environment.

**Location of services:** 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 2024               | Target 2025      | Target 2026      |
|--|---------------------------|------------------|------------------|
| Increase the percentage of family interactions for students on BCSS caseloads.   | Baseline data established | +20% of baseline | +40% of baseline |
| Increase overall student attendance by building by 5% each year.   | +5% of baseline           | +10% of baseline | +15% of baseline |

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

### Strategy #17: Family and Community Engagement Opportunities

**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:

- 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.
- X Increases graduation rates.**
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

Family and community engagement programming is school-specific to meet the unique needs of the cultural and diverse needs of the families that are served. Through school-specific programs, opportunities for parents and families will be provided to acquire skills and knowledge to help them support their child's academic and social/emotional needs. Sessions are delivered to parents around topics including school curriculum, school-home communications, accessing community and school resources, school processes and procedures, and additional topics as needs arise. The overarching goal is to equip families and parents to have the necessary tools and support to help their child on a path to graduation in partnership with the school district.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the % of climate survey responses from parents of protected students from 16% to 40% by 2026.   | 25%         | 33%         | 40%         |

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

### Strategy #18: Family Advocates

**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.

The Family Advocates will work with students, families, and staff throughout the district to help bridge the gap between home, community, and school. This position will establish programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff. The effectiveness of this intervention will be assessed through attendance, office discipline referrals, and grades of participating students. Family Advocates will be located at a building site and will travel throughout the district.

**Location of services:** North/Apollo, South/Tech, Talahi/Lincoln, and Madison

### 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in groups until each student group reaches its maximum capacity.   | Baseline    | 80%         | 100%        |

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



## Strategy #7 Family Access and Community Liaison

**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.

The Family Access and Cultural Liaison will work with students, families, and staff throughout the district to help bridge the gap between home, community, and school. This position partners with community resources and programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of parents participating in conferences and school events to maximum capacity.   | Baseline    | 80%         | 100%        |

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

## Strategy #19: Family and Community Literacy Projects

**Type of Strategy:** *Community Literacy Events* to promote early childhood literacy and facilitate literacy activities between parent and child.

**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.

Family and Community Literacy Projects focuses on bringing literacy to apartment complexes, manufactured homes, and diverse neighborhoods. The goal is to broaden and engage the concept of literacy to parents and their early learners. Bringing literacy resources, including books, flashcards, and literacy promoting material, parents and families will be

provided an opportunity to acquire skills and knowledge to help them support their child’s academic and social/emotional needs.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the % of climate survey responses from parents of protected students from 16% to 40% by 2026.   | 25%         | 33%         | 40%         |

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

**Goal #2: Integration Goal**

The representation of our **students of color** enrolled in Concurrent courses will increase from 11 percent to 25 percent percent by 2026.

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

**Goal type:** Integration

**Goal #2 Strategies**

**Strategy #20: Data Informed Decision-Making with Tiered Interventions for Reading Support**

**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.**

Third and fourth grade teachers will receive training and resources in a framework designed to improve literacy achievement. This framework is research-based and focuses on quality core instruction, data-driven decision making, and tiered interventions.

**Location of services:** Discovery, Madison, Lincoln, Westwood, Oak Hill, Kennedy, Clearview, **South and North Junior High**

**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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
|--|-------------|-------------|-------------|

|  |      |      |      |
|--|------|------|------|
| One hundred percent of principals will conduct Learning Walks each trimester to monitor implementation of interventions by trained teachers. | 100% | 100% | 100% |
| One hundred percent of teachers trained in this intervention will enter student data into a district created system each year.               | 100% | 100% | 100% |

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

### **(2024-25 Improvements) Strategy #21: Talent Development and Acceleration Services (TDAS) Family Advocate**

**Type of Strategy:** To improve and celebrate the abilities, interests and needs of our students of color through a challenging and varied TDAS curriculum, ISD 742 Equity Department will add a full-time TDAS Family Advocate. This strategy will help schools recruit, retain, and communicate with students and their parents information regarding the implementation of programs and services that support students who seek opportunities for advanced academic 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:

**X. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**

- Increases graduation rates.
- Increases access to effective and diverse teachers.

Provides school enrollment choices.

**X Increases cultural fluency, competency, and interaction.**

#### **Narrative description of this strategy.**

TDAS Family Advocate will serve as mentor and advocate for the successful achievement and development of protected students and their families. Their primary method of working with students will include:

- Student empowerment and celebration through incentivized community opportunities
- SEL support
- Family connection- clear and consistent communication
- Communication for all stakeholders, especially middle school staff
- Student check ins-support for academic, SEL, goal setting etc
- Definition of programming established and communicated, highlight understanding of diverse gifted learners for middle school staff
- Relationships student to student and teacher to student to sustain accessibility and belonging
- Clear connection of TDAS staff to building support systems like MTSS
- High academic success for students receiving support
- Opportunities to collaborate creatively to supporting student

#### **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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Screen all students of color participating in Young Scholars and connect with their families. .  | 100%        | 100%        | 100%        |
| The percentage of young scholar’s family education and engagement in TDAS will increase to 100% by May 2026.   | 50%         | 80%         | 100%        |

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

## Strategy #22: Professional development and support in culturally responsive instruction

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**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.

As the student demographics of St. Cloud Area Schools continue to evolve, the need for continued training in culturally responsive instructional strategies will remain a priority for our teachers. This includes strategies that help teachers identify students' academic potential through a cultural lens.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| The number of sites trained in culturally responsive instructional practices.  | Baseline    | 8           | 15          |

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

## Strategy #23: Educational Equity Outreach Coordinator

**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:

**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.

The Educational Equity Outreach Coordinators (EEOCs) serve as mentors and advocate for the successful achievement and development of protected students and their families. Their primary method of working with students will be through the use of the research-based intervention, Check and Connect. Check and Connect is designed to reduce truancy, behavior referrals, and dropout rates. Baseline data will be established during the 2023-2026 school year for this strategy.

**Location of services:** 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 2024               | Target 2025      | Target 2026      |
|--|---------------------------|------------------|------------------|
| Increase the percentage of family interactions for students on EEOC caseloads.   | Baseline data established | +20% of baseline | +40% of baseline |
| Increase overall student attendance by building by 5% each year.   | +5% of baseline           | +10% of baseline | +15% of baseline |

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

### Strategy #24: Bilingual Communication Support Specialist

**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:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**X Increases cultural fluency, competency, and interaction.**

### Narrative description of this strategy.

The Bilingual Communication Support Specialist (BCSS) is designed to work with students as a link between home and school and also to help make school more relevant by addressing concerns of cultural differences within their school community. These staff are strategically placed at district schools to help protected students and families become better integrated socially, emotionally, and academically within the school environment.

**Location of services:** 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 2024               | Target 2025      | Target 2026      |
|--|---------------------------|------------------|------------------|
| Increase the percentage of family interactions for students on BCSS caseloads.   | Baseline data established | +20% of baseline | +40% of baseline |
| Increase overall student attendance by building by 5% each year.   | +5% of baseline           | +10% of baseline | +15% of baseline |

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

### Strategy #25: Family and Community Engagement Opportunities

**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:

- 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.

**X Increases graduation rates.**

- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

Family and community engagement programming is school-specific to meet the unique needs of the cultural and diverse needs of the families that are served. Through school-specific programs, opportunities for parents and families will be provided to acquire skills and knowledge to help them support their child’s academic and social/emotional needs. Sessions are delivered to parents around topics including school curriculum, school-home communications, accessing community and school resources, school processes and procedures, and additional topics as needs arise. The overarching goal is to equip families and parents to have the necessary tools and support to help their child on a path to graduation in partnership with the school district.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the % of climate survey responses from parents of protected students from 16% to 40% by 2026.   | 25%         | 33%         | 40%         |

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

**Strategy #26: Family Advocates**

**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:

- X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**
- Provides school enrollment choices.

**X Increases graduation rates.**

- Increases access to effective and diverse teachers.

- X Increases cultural fluency, competency, and interaction.**

**Narrative description of this strategy.**

The Family Advocates will work with students, families, and staff throughout the district to help bridge the gap between home, community, and school. This position will establish programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff. The effectiveness of this intervention will be assessed through attendance, office discipline referrals, and grades of participating students. Family Advocates will be located at a building site and will travel throughout the district.

**Location of services:** North/Apollo, South/Tech, Talahi/Lincoln, and Madison

**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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in groups until each student group reaches its maximum capacity.   | Baseline    | 80%         | 100%        |

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

**Strategy #27: Family Access and Cultural Liaison**

**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.**

The Family Access and Cultural Liaison will work with students, families, and staff throughout the district to help bridge the gap between home, community, and school. This position partners with community resources and programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in groups until each student group reaches its maximum capacity.   | Baseline    | 80%         | 100%        |

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

**Strategy #28: Student Leadership and Mentoring**

**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:

**X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**

- Increases graduation rates.
- Increases access to effective and diverse teachers.

Provides school enrollment choices.

**X Increases cultural fluency, competency, and interaction.**

**Narrative description of this strategy.**

These supports provide students from various racial backgrounds opportunities to increase cultural fluency and competency through shared learning and mentoring. Students have the opportunity to collaborate in small and large groups.

**Location of services:** 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in groups until each student group reaches its maximum capacity.   | Baseline    | 80%         | 100%        |

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

**Strategy #29: BARR Coordinators at the high schools**

**Type of Strategy:** Building Assets and Reducing Risks 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:

**X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**

- X Increases graduation rates.**
- Increases access to effective and diverse teachers.

Provides school enrollment choices.

Increases cultural fluency, competency, and interaction.

**Narrative description of this strategy.**

The BARR Coordinator’s primary role is to connect with students and collaborate with administrators, teachers, and staff. This position creates systems to identify, track, and support at-risk students to implement researched-based programs and intervention strategies to help students. Interpersonal contact (both with students and teachers) is heavily emphasized.

**Location of services:** Apollo High School and Tech 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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in fine arts, activities, and school events.   | Baseline    | 80%         | 100%        |

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



### Goal #3: Access to Qualified Diverse Teachers Goal

To create and retain a racially diverse teacher workforce so that students and their communities are reflected in their classroom, we will increase from 6.38% teachers of color to 8% by May 2026.

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

**Goal type:** Teacher Equity

### Goal #3 Strategies

#### Strategy #30: Diverse Teacher Collaboration Opportunities

**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. | Increases cultural fluency, competency, and interaction.<br>Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices.   | <b>X Increases access to effective and diverse teachers.</b>                            |

#### Narrative description of this strategy.

The district will provide organized opportunities for staff of color to connect as a group for ongoing support, professional development, and inter district and community networking. This collaboration will inform district retention practices and development of future strategies to create and retain a diverse workforce.

#### Strategy #31: Teach Minnesota

**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. | Increases cultural fluency, competency, and interaction.<br>Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices.   | <b>X Increases access to effective and diverse teachers.</b>                            |

#### Narrative description of this strategy.

Teach Minnesota is one of the state's first alternative routes to certification —and an opportunity to join the teaching profession. Teach Minnesota provides an accelerated path into teaching for accomplished professionals, recent graduates, and graduating seniors. It is specifically designed for people without experience as a licensed teacher.

**Location of services:** 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. | <b>Target 2024</b> | <b>Target 2025</b> | <b>Target 2026</b> |
|--|--------------------|--------------------|--------------------|
| The percentage of teachers of color who report that employees of different backgrounds are encouraged to apply for leadership positions and will increase from 63.2% to 75% by May 2026.     | 67%                | 71%                | 75%                |
| The percentage of teachers of color who report that their input is valued will increase from 68.4% to 75% by May 2026.   | 70%                | 72.5%              | 75%                |
| Collaborate with HR to support and develop an annual career fair opportunity for our current non licensed staff of color in their pursuit of teacher licensure.                              | 1 Career Fair      | 1 Career Fair      | 1 Career Fair      |

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

## **Creating Efficiencies and Eliminating Duplicative Programs**

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

The Equity Services Department and the Learning and Teaching Department reviewed the World's Best Workforce Plan and our Achievement Integration Plan to assess overlap and identify areas where this plan can create efficiencies and eliminate duplicative programming. This plan targets areas that other departments are not addressing such as AVID, Pre-college Tutors and parent programming. We specifically reviewed Title 1 programming to ensure that this plan does not duplicate any services provided therein.

The Equity Services Department has gathered information from a variety of stakeholders. Committees, staff members, parents, and students were assembled and surveyed. After taking a close look at what has been done over the years relative to protected students, we've come up with a district plan that we think will create great levels of success. Knowing that we are in a high stakes period, we will begin collecting baseline data with most of our new programming this year, hoping to improve upon success and raise achievement scores in coming years.

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## Racially Identifiable School(s) (RIS)

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

### Achievement and Integration Goals

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

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

### Creating Efficiencies and Eliminating Duplicative Programs

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

The Learning and Teaching Department and the Equity Services Department reviewed the World's Best Workforce Plan and our Achievement Integration Plan to assess overlap and identify areas where this plan can create efficiencies and eliminate duplicative programming. This plan targets areas that other departments are not addressing such as AVID, Pre-college Tutors and parent programming. We specifically reviewed Title 1 programming to ensure that this plan does not duplicate any services provided therein.

The Equity Services Department has gathered information from a variety of stakeholders. Committees, staff members, parents, and students were assembled and surveyed. After taking a close look at what has been done over the years relative to protected students, we've come up with a district plan that we think will create great levels of success. Knowing that we are in a high stakes period, we will begin collecting baseline data with most of our new programming this year, hoping to improve upon success and raise achievement scores in coming years.

### RIS Integration Goal #1 - Lincoln Community School

**The percentage of students eligible for free and reduced-price meals at Lincoln Elementary School achieving proficiency on the MCA III Reading Test and who meet the enrollment criteria for accountability will increase 16.7% in 2022 to 36.0% in 2026.**

### Racially Identifiable School Goal #1 Strategies - Lincoln Elementary School

**Strategy #1: Young Scholars** - Please see above for narrative

**Strategy #2: Family Advocates**

**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:

**X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**

Provides school enrollment choices.

**X Increases cultural fluency, competency, and interaction.**

**X Increases graduation rates.**

Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

The Family Advocates will work with students, families, and staff throughout the district to help bridge the gap between home, community, and school. This position will establish programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff. The effectiveness of this intervention will be assessed through attendance, office discipline referrals, and grades of participating students. Family Advocates will be located at a building site and will travel throughout the district.

**Location of services:** Lincoln.

**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 2024 | Target 2025 | Target 2026 |
|--|-------------|-------------|-------------|
| Increase the number of students participating in groups until each student group reaches its maximum capacity.   | Baseline    | 80%         | 100%        |

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

**Strategy #3: Data Informed Decision Making with Tiered Interventions for Reading Support**

**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:

**X 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.**

Third and fourth grade teachers will receive training and resources in a framework designed to improve literacy achievement. This framework is research-based and focuses on quality core instruction, data-driven decision making and tiered interventions.

**Location of services:** Lincoln

**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. | <b>Target 2024</b> | <b>Target 2025</b> | <b>Target 2026</b> |
| The percentage of all Lincoln students with an SGP of average and above for STAR Reading will increase in 2026.  | Baseline           | 47%                | 67%                |

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

## RIS Integration Goal #2 - Lincoln Elementary School

**100% of families new to Lincoln will be supported with a Welcome meeting during their transition and weekly SEL team connections thereafter.**

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

**Goal type:** Integration

## Racially Identifiable School Goal #2 Strategies - Lincoln Elementary School

**Strategy #4: Young Scholars** - Please see above for narrative

### 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. | <b>Target 2024</b> | <b>Target 2025</b> | <b>Target 2026</b> |
| 100% of families new to Lincoln will be supported with a Welcome meeting during their transition and weekly SEL team connections thereafter.   | Baseline           | 100%               | 100%               |

**Strategy #5: Educational Equity Outreach Coordinator** - Please see above for narrative

**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:

- 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.

**Location of services:** Lincoln

### 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. | <b>Target 2024</b>        | <b>Target 2025</b> | <b>Target 2026</b> |
| Increase the percentage of family interactions for students on EEOC caseloads.   | Baseline data established | +20% of baseline   | +40% of baseline   |
| Increase overall student attendance by building by 5% each year.   | +5% of baseline           | +10% of baseline   | +15% of baseline   |

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

### RIS Teacher Equity Goal #3 - Lincoln Elementary School

To create and retain a racially diverse teacher workforce so that students and their communities are reflected in their classroom, we will remain or increase from 3 in 2026.

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

**Goal type:** Teacher Equity

### Racially Identifiable School Goal #3 Strategies - Lincoln Community School

**Strategy #6: Diverse Teacher Collaboration Opportunities** - Please see narrative above

**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. Increases cultural fluency, competency, and interaction.
  - Provides school enrollment choices. Increases graduation rates.
- X Increases access to effective and diverse teachers.**

Location of services: 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 2024   | Target 2025   | Target 2026   |
|--|---------------|---------------|---------------|
| Collaborate with HR to support and develop an annual career fair opportunity for our current non licensed staff of color in their pursuit of teacher licensure                               | 1 Career fair | 1 Career fair | 1 Career fair |

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

