

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD #51 Foley Public
Schools

District Integration Status: Adjoining District (A)

Superintendent: Dr. Trish Perry

Phone: 320-968-8601

tperry@apps.isd51.org

Plan submitted by: Richard McMorrow

Title: Coordinator of Achievement and Integration

Phone: 320-968-8424

Email: rmcmorrow@apps.isd51.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. Foley Elementary School | 1. Type name of RIS here. |
| 2. Foley Intermediate School | 2. Type name of RIS here. |
| 3. Foley High School | 3. Type name of RIS here. |

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

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Type name of integration collaborative here, if applicable

1. #742 St. Cloud RI - Racially Isolated
2. #739 Kimball A - Adjoining
3. #750 ROCORI A - Adjoining
4. #738 Holdingford A - Adjoining
5. #726 Becker A - Adjoining
6. #51 Foley A - Adjoining
7. #47 Sauk Rapids-Rice A - Adjoining
8. #876 Annandale A - Adjoining
9. #882 Monticello A-Adjoining

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: Dr. Trish Perry

Signature:

Date Signed: Enter date.

School Board Chair: Stephanie Rudnitski

Signature:

Date Signed:

Plan Input

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

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

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

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

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

We have begun the process for AIPAC. Our AIPAC will be in place no later than January 1, 2024.

Multidistrict Collaboration Council: Our MDCC is organized through ISD #742. Active members include:

1. Annandale
2. Becker
3. Foley
4. Holdingford
5. Kimball
6. Monticello
7. ROCORI
8. Sauk Rapids-Rice
9. St. Cloud

Our MDCC meets regularly throughout the school year and include a growing number of opportunities for collaboration between districts.

Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

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

Achievement and Integration Goals

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

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

Goal #1: The reading proficiency gap between non-FRPL and FRPL students enrolled during the 2023-2024 school year in grades 3-10 as measured by MCA reading scores will decrease from 14.6% in 2022-2023 to 12% 2025-2026

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

Goal type: Achievement Disparity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

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

Strategy Name and # 1 WIN Time

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

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

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

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

WIN Time, or *What I Need Time*, will allow every 6th-12th Grade student to daily connect with his/her teachers for additional work time, intervention or remedial support, as well as to boost or extend academic performance. During WIN Time, students may be assigned by one of their teachers to come in for relearning opportunities and personalized instruction. At a minimum, students who are not assigned by a teacher will have the option to connect with a current teacher for academic support or enrichment, meet with their counselor, work independently or collaboratively, as well as participate in a study session, such as ACT Prep. In turn, WIN time should ideally increase every student's ability to achieve career and college readiness benchmarks.

Location of services: FHS and FIS

Strategy Name and # 2 Reading Strategy Implementation

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

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

Several strategies will be implemented to achieve this goal. For example, Guided reading instruction is implemented in grades K-6. Additionally, Ameri Corp (K-3) and Early Learning Ameri Corp will be utilized to strengthen results in this area. Two other main initiatives are Title 1 Support for Reading along with utilization of a Reading Specialist. Finally, Phonics and Phonemic awareness curriculum will be used to provide consistency and direction in research-based programs.

Location of services: Foley Elementary and Foley Intermediate

Strategy Name and # 3 Data Desegregation and Analysis

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:

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

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

Annually, all staff, including administrators, teachers, and support staff, as well as integrated student teams, will meet to analyze data gathered on all key indicators potentially impacting student achievement. These indicators will specifically pertain, although not be limited to college and career readiness benchmarks, such as ACT, as well as other testing data like MCA and other local assessments. Data will be disaggregated for the purpose of revealing underlying trends, patterns, or insights that would not be observable in aggregated data sets. This data, such as disparities in student motivation and self-perception, teacher expectations and fidelity of implementation, standardized-test scores or enrollment patterns across different categories of students, are included in the scope of analysis. Data may additionally include student interviews and surveys, teacher interviews and surveys, and potentially parent interviews and surveys. In turn, this critical analysis is intended to inform deliberate action required to improve culture, climate, instruction, and assessment to maximize student learning and achievement.

Location of services: Foley High School, Foley Intermediate School and Foley Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The reading proficiency gap between non-FRPL and FRPL students enrolled during the 2023-2024 school year in grades 3-10 will decrease	14%	13%	12%
By Fall 2024, the administrator and teacher teams will make recommendations to the School Board about changes in policy and practice that will likely increase student achievement, as well as decrease gaps in achievement.	Inc	Completed	Initiated

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

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

Remember to copy and paste the goal section when adding additional goals.

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)). Enter text here.

Goal #2: Foley students will increase their participation in cross-district activities to increase their awareness of racial and economic disparities from 2% to 5%

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

Goal type: Integration

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

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

Strategy Name and # 4 Communicating Common Ground

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

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

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

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

The Communicating Common Ground collaborative consists of bringing 9th-12th Grade students from Foley High School together with culturally diverse students from Sauk Rapids-Rice High School, St. Cloud Technical High School, St. Cloud Apollo High School, Becker High School, Holdingford High School, Monticello High School, and ROCORI High School, to learn about conflict resolution and effective communication through integration activities, including cultural bridging, and thus building cultural fluency and competency. Additionally, both students and staff participate in critical thinking, as well as reflective practices. This program is sponsored by St. Cloud State University's Department of Communication Studies and led by Dr. Eddah Mutua-Kombo and her undergraduate students. Six, three-hour meetings are held in the evening, at rotating sites, during spring semester.

Location of services: Foley High School and St. Cloud MDCC: Racially Isolated and Adjoining Districts

Strategy Name and # 5 Multicultural, Cross-District Learning Partnerships, K-12

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

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

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

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

The Foley School District, staff and students, intend to establish and nurture a welcoming, culturally proficient environment that is literate, respectful, inclusive, and inviting for all through increased and sustained intercultural learning partnerships. As such, the district intends to provide multiple opportunities for our students to practice their critical thinking and reflection skills within integrated activities or environments. More specifically, elementary age students will experience integrative opportunities related to exploring the culture of Native Americans, indigenous to Minnesota. These integration opportunities will include, at a minimum, a Native American presentation on the Ojibwe culture.

Location of services: Foley Public School District: Elementary, Intermediate and High Schools in conjunction with St. Cloud MDCC: Racially Isolated and Adjoining Districts

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Annually increase the number of students participating in Communicating Common Ground, as measured by 1 student participating in 1 event.	3%	4%	5%
Increase the percentage of students participating in other cross-district, multicultural learning partnerships from 0% in 2023 to 5% in 2026.	1%	2.5%	5%

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

Goal #3: To decrease racial and economic disparities of our FRPL eligible students will have equitable access to academic and extra-curricular activities, based on the percentage of FRP's participating as reported to the MSHSL, from 36% to 52%, the same rate as non-FRP students.

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

Goal type: Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

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

Strategy Name and # 6 Enrollment of FRP Eligible students in Enrichment Opportunities

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

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

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

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

We will develop a checklist or rubric of criteria that describes the profile of a socioeconomically disadvantaged student. Then, we will identify the students in grades 4-8 that potentially match this profile. In turn, we will invite them to participate in school enrichment opportunities, such as Young Authors Young Artists (YAYA), Science Fest/Science Rocks!, Math League or the SCSU Math Competition. Our primary goals for this strategy include: ensuring that all students are provided with access to enrichment opportunities that support and develop their interests, passions and talents without the concern of financial or transportation constraints. As educators, we know that school enrichment participation and engagement are associated with enhanced academic motivation and measures of well-being, including a sense of meaning and purpose. In turn, these enrichment opportunities may well provide a conduit for, as well as ease the transition between intermediate and high school, and motivate students to prepare for and establish purpose and meaning in secondary preparation for post-secondary success. Additionally, and specifically regarding the development of the aforementioned profile, we would develop additional strategies to intentionally promote enrichment opportunities to all students, including and with an emphasis on those students matching the profile of a socioeconomically disadvantaged student.

Location of services: Foley Intermediate School

Strategy Name and # 7 Increased Family Communication and Outreach

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

All families will receive a letter with information about how to apply for educational benefits. In addition, information will be shared about programs of rigor that are available to all students. This information will be provided in multiple formats on multiple occasions. This information will include easy to follow directions and provide easy to use links, as needed.

Location of services: Foley Public School District: Elementary, Intermediate and High Schools

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of students participating in extracurricular activities which requires an enrollment with our activities department will increase from baseline 36% to goal rate of 52% by 2026	40%	46%	52%
Enter KIP.	%	%	%
TBD	%	%	%

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

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

Goal #4: All Foley students will have equitable access to high quality teachers of various backgrounds to meet the needs of all students.

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

Goal type: Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

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

Strategy Name and # 8 Class lists will be created using advanced metrics and with equitable purpose, including academic and behavioral needs

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

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

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

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

Administration will make efforts to match student need with teacher strengths in creating equitable and successful learning environments. Students will not be tracked, but instead be carefully placed based on set criteria that is student focused. Academic and behavioral needs and strengths will be considered in a student-centered approach.

Location of services: Foley Public School District: Foley Elementary, Foley Intermediate and Foley High Schools

Strategy Name and # 9 Classes will be co-taught with regular education and special education staff working together in mainstream settings whenever possible in reading and math.

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

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

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

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

Utilizing the most recent research on delivering high-quality, focused education for the benefit of all students, special education and regular education staff will collaborate and co-teach when possible. This model will be supported with time and other resources allocated to make this a district-wide priority.

Location of services: Foley Public School District: Elementary, Intermediate and High Schools

Strategy Name and # 10 Through a research-based mentorship program, Foley ISD will develop and retain highly qualified 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:

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

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

Stakeholders will evaluate our current mentorship program and develop improvements so that our program correlates with the best research in teacher mentorship. This mentorship program will be utilized to include components that will allow Foley ISD to meet it's Achievement and Integration goals.

Location of services: Foley Public School District: Elementary, Intermediate and High Schools

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Development of research-based mentorship program	25% complete	75% complete	100%
Class list development, as outlined in strategy number 8	25%	75%	100%
Foley ISD will increase its retention of teachers from 81% to 95% by 2026	85%	90%	95%

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

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

Creating Efficiencies and Eliminating Duplicative Programs

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

This plan will create efficiencies and eliminate duplicative programs by ensuring district representation and participation at MDCC meetings. At these meetings resources and efforts will be shared and cross-district integrative efforts are coordinated. The district does not have the resources to accomplish the goals of achievement -gap reduction without the support of the collaborative. This plan also creates efficiencies within the district by fully coordinating with and supporting the district World's Best Workforce goals. Some of these are already supported by ADSIS and Title 1. Through this collaboration the district is provided with otherwise unavailable resources for additional reading intervention, professional development, and classroom educational experiences to increase student academic achievement and cross-cultural fluency.

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.*

Does not apply.