



Achievement and Integration Plan Form

July 1, 2025 to June 30, 2028

Submissions are due by March 15, 2025.

District ISD# and Name: ISD 118 Northland
Community Schools _____

Title of Person Submitting Report: Mary Yakibchuk_

District Integration Status: _____

Phone: 218-566-2351 ext. 32014 _____

Superintendent Name: Mary Yakibchuk _____

Email: myakibchuk@isd118.org _____

Superintendent Phone Number: 218-566-2351 _____

Superintendent Email: myakibchuk@isd118.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. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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

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

1. _____

School Board Approval

My 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](#)).

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

Superintendent (enter name) Mary Yakibchuk

Signature: Mary Yakibchuk Date Signed: 5-13-25

School Board Chair (enter name) Marc Ruyak

School Board Chair Signature: Marc Ruyak Date Signed: 14 March 2

Plan Input

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

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

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

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

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

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Max Torgerson	Hill City School Superintendent	mtorgerson@isd002.org 218-697-2394
Mary Yakibchuk	Northland Community Schools Superintendent	myakibchuk@isd118.org 218-566-2351
Janessa Green	Northland Community Schools Elementary Principal	jgreen@isd118.org 218-566-2351
Zach Erickson	Hill City School Elementary Principal	zerickson@isd002.org 218-697-2394
Leah Monroe	Northland Community Schools Indian Education Director	lmonroe@isd118.org 218-566-2351
Lavonne Thompson	Northland Community Schools Native Arts Teacher	lthompson@isd118.org 218-566-2351
Nate Sharp	NCS and HCS Robotics Coach	nsharp@isd118.org 218-566-2351

Community Collaboration Council Member Details (for Racially Identifiable School(s))

Name	Position/Role	Email/Phone Number

AIPAC Member Signature (if applicable): _____ Date Signed: _____

Submitting this Plan

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

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

Achievement and Integration Goals

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

1. **Achievement Disparity** - Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. **Teacher Equity** - 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. **Integration** - Increasing racial and economic integration.
(Minn. Stat. § 124D.861, subd. 2 (a))

Enter SMART Goal #1: Between the school years of this 3 year grant cycle, (FY2026-FY2028) The Number of course credits earned in upper-level math and science courses by Northland Community Schools Native American Students will be equal to or higher than 45% (which represents the demographic of the district.

Choose a WBWF/CACR goal area:

- ☐ All children are ready for school.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Choose the type of Goal:

- ☒ Achievement Disparity
- ☐ Integration
- ☐ Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies 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 drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

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

Copy and paste the strategy section below for each additional strategy.

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

Enter Strategy Name and #: 1-1 First Robotics Program implemented between NCS and HCS

Choose the type of Strategy:

___ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the **Integrated Learning Environments** section below.

___ Option 2: Family engagement initiatives to increase student achievement.

___ Option 3: Professional development opportunities focused on academic achievement of all students.

☒ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

___ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

___ Option 6: Equitable access to effective and more diverse teachers.

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

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

___ Option 2: Provides school enrollment choices.

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

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

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

Add narrative: *Students from Northland Community School and Hill City Schools will have the opportunity to participate in the First Robotics program that develops a wide set of skills, including STEM knowledge, digital literacy, leadership, and strong problem-solving and team-building abilities. Students from both schools will engage in opportunities to develop these highly adaptable skills early and often, so they're better prepared to take on challenges and opportunities throughout their lives and careers and reach their full potential. Following strict rules, limited resources, and an intense six-week time limit, students are challenged to design a team "brand", hone teamwork skills, and build and program industrial-size robots to play a difficult field game against like-minded competitors creating a real-world engineering experience for all students. Volunteer professional mentors lend their time and talents to guide each team. Students from both schools will work together after school under the guidance of coaches and mentors. Transportation will be provided creating equal opportunity for all students. Each season ends with an exciting State First Championship experience.*

Enter location of services: *Hill City 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.	2026 Target	2027 Target	2028 Target
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.	75%	100%	100%
Enter in KIP: The number of course credits earned in upper-level math and science courses by Northland Community Schools Native American Students will be 45% or higher for each year or the 3-year plan	KIP 2026 45%	KIP 2027 45%	KIP 2028 45%
Enter in KIP	KIP 2026	KIP 2027	KIP 2028
Enter in KIP	KIP 2026	KIP 2027	KIP 2028

Enter Strategy Name and #: 1-2 Health and Career Certified Nursing (CAN) Assistant Program _____

Choose the type of Strategy:

___ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the **Integrated Learning Environments** section below.

___ Option 2: Family engagement initiatives to increase student achievement.

___ Option 3: Professional development opportunities focused on academic achievement of all students.

☒ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

___ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

___ Option 6: Equitable access to effective and more diverse teachers.

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

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

___ Option 2: Provides school enrollment choices.

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

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

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

***Add narrative:** A certified nursing assistant (CAN) course will be offered to Northland and Hill City students designed to reduce enrollment disparities for Native American students in the area of career and technical education. Presently, American Indian students are not enrolling into CTE courses at the rate they are enrolled in the districts. A certified nursing assistant program will be offered to meet this need. Students from both schools will participate in activities through a classroom telepresence experience. Following the classroom experience, students will participate together in a 24-hour clinical and lab experience at area health care facilities. Transportation will be provided as needed to create equal opportunity for all students. The course is designed to provide students with the knowledge and skills necessary to perform basic care services for a patient (acute care setting) or resident (long-term care setting). It prepares the student to function in the role of nursing assistant under the supervision of a registered nurse (RN) or licensed practical nurse (LPN). The CAN program develops entry level skills for career opportunities in the field of health care.*

***Enter location of services:** Hill City School (if in person) or Hill City and Northland (if through telepresence) and various cooperating health care facilities in the area*

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.	2026 Target	2027 Target	2028 Target
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.	75%	100%	100%
Enter in KIP: The number of course credits earned in upper-level and science courses by Northland Community Schools Native American Students will be 45% or higher for each year or the 3-year plan	KIP 2026 45%	KIP 2027 45%	KIP 2028 45%
Enter in KIP	KIP 2026	KIP 2027	KIP 2028
Enter in KIP	KIP 2026	KIP 2027	KIP 2028

Enter Strategy Name and #: 1-3 Family Liaison Academic Coaching

Choose the type of Strategy:

☐ Option 1: Innovative and integrated pre-K-12 learning environments. * *If you choose this, complete the **Integrated Learning Environments** section below.*

☐ Option 2: Family engagement initiatives to increase student achievement.

☐ Option 3: Professional development opportunities focused on academic achievement of all students.

☒ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

☐ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

☐ Option 6: Equitable access to effective and more diverse teachers.

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

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

___ Option 2: Provides school enrollment choices.

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

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

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

Add narrative: *The Walker-Hackensack-Akeley (WHA) family liaison will coordinate with administration at WHA as well as NCS and HCS to provide ACT prep for underserved students in grades 9-11. The liaison will work with families to promote student participation in ACT prep classes provided by the school. Additionally, the family liaison will work with students to ensure families are aware of college and career opportunities. HCS, NCS and WHA students would be attending the ACT prep class together in NCS – a single and central location. All students will be encouraged to attend in order to create a racially and economically integrated cohort. Students from each district not enrolling into college prep courses at the rate they're enrolled into each district will receive additional support and encouragement to attend.*

Enter location of services: *NCS*

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.	2026 Target	2027 Target	2028 Target
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.	75%	100%	100%
Enter in KIP: The percentage of participants in the ACT program with Walker will be 45% or higher, Native American Students for each year of the 3 year plan	KIP 2026 45%	KIP 2027 45%	KIP 2028 45%
Enter in KIP	KIP 2026	KIP 2027	KIP 2028
Enter in KIP	KIP 2026	KIP 2027	KIP 2028

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.

Enter SMART Goal #2: The number of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsible instructional practices will increase from 51 in 2025 to 61 in 2028 as measured by student course participation data.

Choose a WBWF/CACR goal area:

☐ All children are ready for school.

☒ All racial and economic achievement gaps between students are closed.

☐ All students are ready for career and college.

☐ All students graduate from high school.

Choose the type of Goal:

☐ Achievement Disparity

☐ Integration

☒ Teacher Equity

Enter Strategy Name and #: 2-1 Native American Cultural Arts Class

Choose the type of Strategy:

☐ Option 1: Innovative and integrated pre-K-12 learning environments. * *If you choose this, complete the **Integrated Learning Environments** section below.*

☐ Option 2: Family engagement initiatives to increase student achievement.

☐ Option 3: Professional development opportunities focused on academic achievement of all students.

☐ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

☐ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

☒ Option 6: Equitable access to effective and more diverse teachers.

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

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

☐ Option 2: Provides school enrollment choices.

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

☒ Option 4: Increases graduation rates.

☒ Option 5: Increases access to effective and diverse teachers.

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

Add narrative: *Native American Arts Course will focus on the arts, literature, history and culture of Native Americans. A&I will fund a position at Northland Community Schools. This position supports students through specialized instruction to build knowledge of Native American culture and achieve academic success. Students from Hill City will join the class by riding the bus from HCS to NCS during a semester that the integrated class is offered. The Native American Cultural and Visual Performing Arts Courses provide accurate and authentic information about Native Americans and provide the opportunity for all students of all cultures to learn Native*

American arts, literature, history, and culture from a Native American perspective. Formative assessments(s) will be used to inform instruction decision-making along with quarterly grade reports for the courses

Enter location of services: NCS

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.	2026 Target	2027 Target	2028 Target
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.	75%	100%	100%
Enter in KIP: The number of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsive instructional practices will increase by 3 each year. Enrollment during 24-25 school year was 51.	KIP 2026 54	KIP 2027 57	KIP 2028 60
Enter in KIP	KIP 2026	KIP 2027	KIP 2028
Enter in KIP	KIP 2026	KIP 2027	KIP 2028

Enter Strategy Name and #: 2-2 Native American Cultural Arts Class II

Choose the type of Strategy:

___ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the **Integrated Learning Environments** section below.

___ Option 2: Family engagement initiatives to increase student achievement.

☐ Option 3: Professional development opportunities focused on academic achievement of all students.

☐ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

☐ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

☒ Option 6: Equitable access to effective and more diverse teachers.

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

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

☐ Option 2: Provides school enrollment choices.

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

☒ Option 4: Increases graduation rates.

☒ Option 5: Increases access to effective and diverse teachers.

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

Add narrative: *A&I will fund a second period of instruction at Northland Community Schools. Native American Arts Course II will focus on the arts, literature, history and culture of Native Americans through specialized instruction to build upon the knowledge and skills gained from Native American Cultural Art course to advance and broaden their knowledge and skills of the Native American Arts, to include advanced beadwork, sewing projects and cooking native recipes. The Native American Cultural Arts II will provide accurate and authentic information about Native Americans and provide the opportunity for all students of all cultures to learn Native American arts, literature, history, and culture from a Native American perspective. Formative assessments(s) will be used to inform instruction decision-making along with quarterly grade reports for the courses. Some course materials funds from this or other programs will go to advertising and recruiting for A&I programs. Enter location of services: NCS*

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.	2026 Target	2027 Target	2028 Target
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.	75%	100%	100%
Enter in KIP: The number of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsive instructional practices will increase by 3 each year. Enrollment during 24-25 school year was 51.	KIP 2026 54	KIP 2027 57	KIP 2028 60
Enter in KIP	KIP 2026	KIP 2027	KIP 2028
Enter in KIP	KIP 2026	KIP 2027	KIP 2028

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

Enter SMART Goal #3: The total number of native students and non-native students participating in any and all A&I programs and courses will increase yearly from a baseline of 42 in 2024/25 by 3 students every year of the 3 year grant period to be 51 by the end of FY2028.

Choose a WBWF/CACR goal area:

☐ All children are ready for school.

☒ All racial and economic achievement gaps between students are closed.

☐ All students are ready for career and college.

☐ All students graduate from high school.

Choose the type of Goal:

☐ Achievement Disparity

☒ Integration

☐ Teacher Equity

Enter Strategy Name and #: 1-1 First Robotics Program implemented between NCS and HCS

See Details Above

Enter Strategy Name and #: 1-2 Health and Career Certified Nursing (CAN) Assistant Program _____

See Details Above

Enter Strategy Name and #: 1-3 Family Liaison Academic Coaching

See Details Above

Enter Strategy Name and #: 2-1 Native American Cultural Arts Class

See Details Above

Enter Strategy Name and #: 2-2 Native American Cultural Arts Class II

See Details Above

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)). **NCS and HCS partner to be able to provide different courses to students from both districts effectively increasing the electives offered to all students. Each school would be unable to offer all those courses on their own. The A&I grant makes it possible for this collaboration to happen. It also allows for courses previously not offered at all to be possible.**

2024-25 Achievement and Integration (A&I) Progress Report

1. Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers. Districts may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until October 15, 2025.

Save your specific survey link for easy access to your district's report.

Contact our A&I Team at MDE.integration@state.mn.us if you need a copy of your specific survey link that was previously emailed to you.

2. Cover Page

1. District Name

0118-01 Northland Community Schools

2. Did you have an MDE approved Achievement and Integration plan implemented in the 2024-25 school year?

Did you have an MDE approved Achievement and Integration plan during 2024-25 SY?

Yes

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans July 1st, 2022 - June 30th, 2025)

Did you have a Racially Identifiable School (RIS) in the 2024-25 SY?

No

A&I Contact Name

Mary Yakibchuk

A&I Contact Title

HS Principal

A&I Contact Phone Number

2185662351

A&I Contact Email

myakibchuk@isd118.org

Annual Report

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

3. Provide the link to your district's A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

If available, provide the direct website link to the district's A&I documentation/materials.

<https://www.isd118.k12.mn.us/fs/resource-manager/view/58e833a8-b39e-4ddb-bac2-3cdb7d4b42f4>

Annual Public Meeting

A&I Requirement: Annual public meetings are to be held in the fall of each school year. The public meeting for A&I is to be held at the same time as the CACR/WBWF annual public meeting.

4. If you have already held your annual meeting to review progress on your A&I plan for the 2024-25 school year, provide the date of the public meeting.

9/10/2025

3. Achievement & Integration

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2024-25 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

5. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2024-25 SY.

The number of course credits earned in upper-level math and science courses by Northland Community School Native American Students will increase from 0% during the 2021-22 School year to 6% by the 2024-25 School Year as measured by an annual school-wide course audit.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2024-25 SY.

0%

Year 3 (2024-25) Actual

Provide the result for the 2024-25 school year that directly ties back to the established goal.

28%

Goal met?

Check one of the following:

Goal Met

6. Do you have another Achievement goal?

No

7. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2024-25 SY.

The total number of Native Students and Non-Native Students participating in any and all A&I Programs and Courses will increase yearly from a starting place of 44 total students participating in 2021-22.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2024-25 SY.

44 Students participating

Year 3 (2024-25) Actual

Provide the result for the 2024-25 school year that directly ties back to the established goal.

48

Goal Met?

Check one of the following:

Goal Met

8. Do you have another Integration goal?

No

9. Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2024-25 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

(Narrative is required. 200-word limit.)

Students are enjoying the courses, so they communicate to other students that they are great classes to take, so by word of mouth, interest in generated and spreading.

10. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2024-25 SY.

The number of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic and equitably responsible instructional practices whose coursework includes Native American language and/or Native Art will increase from 27 in 2021-2022 to 37 in 2025 as measured by student course participation data.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2024-25 SY.

27 students participating in 21-22

Year 3 (2024-25) Actual

Provide the result for the 2024-25 school year that directly ties back to the established goal.

25

Goal Met?

Check one of the following:

Goal Not Met

11. Do you have another Teacher Equity goal?

No