

ADMINISTRATIVE REPORT

DATE: February 19, 2026
TOPIC: 7.1 – Achievement and Integration Three-Year Plan
PRESENTER: Kelly Jansen (Assistant Superintendent)
James Magee (Director of Diversity, Equity, & Inclusion)
REFERENCE TO POLICY/STATUTE: Minnesota Statute 124D.861 Achievement & Integration for MN

A. PURPOSE OF REPORT

- a. Action on the Achievement and Integration Plan for SY2026–27 – SY2028–29

B. RECOMMENDATION

- a. Approval

C. CONNECTION TO STRATEGIC PRIORITY

- a. Student Experience
- b. Mastery of Learning and Expectations
- c. Student Pathways and Systemic Supports
- d. Operations, Staffing, and Finance
- e. Engagement and Partnerships



Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 833, South Washington County

District Integration Status: Racially Isolated District (RI)

Superintendent: Julie Nielsen

Phone: (651)425-6201

Email: jnielsen@sowashco.org

Plan submitted by: James Magee

Title: Director of Diversity, Equity, & Inclusion

Phone: (651)425-6273

Email: jmagee@sowashco.org

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.

1. **ISD 006, South St Paul A** - Adjoining
2. **ISD 196, Rosemount-Apple Valley-Eagan RI** - Racially Isolated
3. **ISD 199, Inver Grove Heights A** - Adjoining
4. **ISD 200, Hastings Public Schools A** - Adjoining
5. **ISD 625, St Paul Public Schools RI** - Racially Isolated
6. **ISD 834, Stillwater Area Public Schools A** - Adjoining

Provide the name of your integration collaborative if you have one: **A&I Multidistrict Collaboration, SE Metro.**

School Board Approval

We certify that we have approved this Achievement and Integration 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: **Julie Nielsen**

Signature:

Date Signed: Enter date.

School Board Chair: **Katie Schwartz**

Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** 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). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** 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 on page 8 of the [Achievement and Integration Plan Guide](#).

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.

A&I Multidistrict Collaboration, SE Metro: Jacqueline Bayless (Stillwater), Virgil Jones (RAVE), Stacey Gray Akyea (St Paul), Megan Blazek (IGH), Amy Winter (South St Paul), Andrew Hodges (Hastings) – This committee has met virtually and asynchronously to teach and learn with each other, share strategies, and determine opportunities for meaningful integration activities across our districts. Business Innovation Academy is one strategy multiple districts in this collaborative may be moving forward with. Additionally, this team has shared recommendations on how to best utilize Cultural Liaison positions and AVID programming.

SoWashCo Native American Parent Advisory Committee: Bob Tweedy (Chair), Stephanie Schroeder (Indigenous Education Coordinator and Ex-Officio member), Brittney Amitrano (Indigenous Education Liaison), Chelle Park, Armando Zaragoza, Priscilla Greenleaf, Emily Brewer, Gina Carlson, Birdie Johnson, Jennifer Eccles, Mikaela Wind, Lacosta Awad, Barry Hand, Reanna Jacobs, Iesha Isham, Hannah Gurno – The recommendations of this committee urge the DEI Department to continue to find efficiencies between A&I and AIE, while also maintaining separation for specific programming for Indigenous students and families.

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

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

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: Closing Gaps

To improve academic and behavioral outcomes for all students while eliminating achievement disparities based on race, ethnicity, or socioeconomic status.

Goal #1 Measurement Plan (Rubric Approach):

Success for this goal will be measured by a composite of Key Indicators of Progress (KIPs). Each KIP is assessed on a 1-4 scale to determine if the district is Not On Track (1), Making Progress (2), Meeting Target (3), or Exceeding Target (4).

Goal #1 Strategies: 1.1, 1.2, 1.3

Goal #1 type: Achievement Disparity

Goal #2: Staff Empowerment

To recruit, retain, and support an effective workforce that reflects the diversity of our students, ensuring equitable access to responsive instruction for every learner.

Goal #2 Measurement Plan (Rubric Approach):

Success will be measured by KIPs assessing the demographic representation of our workforce (Recruitment/Retention) and the implementation of responsive instructional practices (Professional Learning).

Goal #2 Strategies: 2.1, 2.2, 2.3

Goal #2 type: Teacher Equity

Goal #3: Community Engagement

To increase racial and economic integration by fostering opportunities for cultural interaction and partnership among students, staff, families, and surrounding communities.

Goal #3 Measurement Plan (Rubric Approach): Success will be measured by KIPs assessing school climate data, the effectiveness of harm reduction protocols, and participation in cross-cultural opportunities.

Goal #3 Strategies: 3.1, 3.2, 3.3, 3.4

Goal #3 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).

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

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

Strategy 1.1 – Academic Success Coaches (ASCs)

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

Narrative description of this strategy.

The Academic Success Coach (ASC) model creates an integrated learning environment by deploying trained advocates to deliver targeted interventions for students navigating opportunity gaps. By functioning as cultural brokers and mentors, ASCs provide targeted Tier 2 and Tier 3 support that addresses specific academic and behavioral opportunities, directly contributing to increased graduation rates for historically underserved populations. This strategy ensures that students receive differentiated support within their home schools, fostering the stability and sense of belonging necessary for academic success.

Location of services: Specific, identified elementary schools

Strategy 1.2 – Advancement Via Individual Determination (AVID)

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

Narrative description of this strategy.

AVID is a districtwide system for how students experience their education, not a stand-alone program. It structures rigorous instruction, academic support, and strong adult relationships so that students in the academic middle who are historically underserved have consistent access to opportunity. AVID is implemented across eight secondary sites and currently serves approximately 1,700 students enrolled in the elective (795 middle school; 923 high school), with four sites designated as AVID National Demonstration Schools where AVID best teaching practices are experienced schoolwide.

In South Washington County Schools, high school AVID students consistently earn higher GPAs than their non-AVID peers, and middle school AVID students show stronger fall-to-fall MAP growth from 7th to 8th grade. These outcomes reflect the impact of a system that pairs high expectations with the structures and support students need to succeed. AVID also expands access to effective and diverse academic support through its tutor model. AVID tutors provide daily, embedded mentorship that strengthens belonging and persistence. The AVID system further fulfills the district's Integration Requirement through multidistrict summer programming, including AVID Summer Art and AVID Summer Physical Education, which reduce barriers to graduation requirements and bring students together across district lines for shared, credit-bearing experiences.

Location of services: Districtwide

Strategy 1.3 – Community Cultural Liaisons (CLs)

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

Narrative description of this strategy.

Community Cultural Liaisons are essential to our integrated learning environment, serving as trained advocates who facilitate targeted interventions by connecting families to the educational system. By bridging linguistic and cultural divides, Liaisons not only empower families but also educate school staff, which increases cultural fluency and competency district-wide. This partnership model ensures that students from diverse backgrounds have equitable access to school resources and enrollment choices, stabilizing their educational path and supporting long-term academic achievement.

Location of services: Districtwide

Strategy 2.1 – Grow Your Own (GYO) – Student Pathway

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy.

To address the disparity between our diverse student population and our current teaching workforce, this strategy establishes a sustainable "Grow Your Own" pipeline starting at the secondary level.

- **What it looks like:** We identify and recruit secondary students—specifically prioritizing students of color and those from underrepresented backgrounds—who express interest in the teaching profession. These students engage in a dedicated mentorship and service-learning program where they are paired with effective educator mentors.

- **The Curriculum:** Students participate in coursework (such as "Introduction to Urban Education") that introduces them to responsive instructional strategies and pedagogy. They apply this learning through field experiences in district elementary and middle schools.
- **The Outcome:** By providing early exposure, college credit opportunities, and authentic relationships with current staff, we increase the likelihood that these students will pursue education degrees and return to SoWashCo to teach. This strategy directly supports the goal of increasing access to effective and diverse educators for all students.

Location of services: SoWashCo High Schools with field placements in Elementary/Middle Schools.

Strategy 2.2 – Culturally Responsive Instruction Professional Development

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

Narrative description of this strategy.

To ensure all students experience responsive instructional strategies, this strategy leverages the unique expertise of our Department of Diversity, Equity, and Inclusion (DEI) staff—including Community Cultural Liaisons, Academic Success Coaches, and the AVID Coordinator—as primary drivers of professional learning.

- **The Collaboration:** In partnership with the Teaching & Learning and Professional Development departments, DEI staff co-design and facilitate training that grounds instructional theory in the real-world context of our students and families.
- **What it looks like:** Staff members who hold deep cultural capital and community relationships guide licensed educators in understanding cultural contexts, family dynamics, and inclusive practices. This includes site-based workshops, new teacher induction, and ongoing coaching cycles.
- **The Outcome:** By centering the voices of those closest to our diverse communities, we ensure that professional development is relevant, actionable, and directly addresses the specific barriers our students face. This increases the capacity of all staff to deliver instruction that is responsive to the lived experiences of their students.

Location of services: Districtwide

Strategy 2.3 – Staff Retention & Mentorship

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy.

To ensure we retain the effective and diverse educators we recruit, this strategy combats professional isolation through **Staff Affinity Networks and Mentorship**.

- **What it looks like:** We provide dedicated space, time, and resources for Affinity Groups (e.g., Educators of Color Network) where staff can build community, share experiences, and navigate the specific challenges of working in a predominantly white institution.
- **Mentorship:** Additionally, we pair non-tenured teachers of color with experienced mentors who can provide both instructional coaching and cultural navigation support.
- **The Outcome:** Research identifies isolation as a primary driver of attrition for educators of color. By fostering a strong sense of belonging and professional safety, we increase retention rates, ensuring students have consistent, long-term access to diverse role models.

Location of services: Districtwide

Strategy 3.1 – Site-Based Cultural Learning & Celebrations

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 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.

To ensure integration efforts are responsive to the specific demographics of each neighborhood school, this strategy allocates dedicated funding and resources for site-based cultural learning. Each school utilizes these funds to design programming—such as guest residencies, cultural assemblies, and heritage events—that reflects the identities of their specific student body. By empowering sites to define their own cultural programming, we increase the relevance of the learning. This creates an environment where students see themselves reflected in their immediate school community, promoting a sense of belonging and increasing cultural fluency and competency among all students and staff at the building level.

Location of services: Districtwide

Strategy 3.2 – Districtwide Cultural Programming

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative description of this strategy.

This strategy fosters a cohesive, inclusive district identity by organizing large-scale Districtwide Cultural Celebrations and Learning Opportunities.

- **What it looks like:** The District Equity Department coordinates major events open to all families and community members, which may include Hispanic/Latine Heritage celebrations, Hmong New Year, Black History Month programming, and the Districtwide Multicultural Celebration.
- **The Outcome:** These events serve as critical integration activities that bring communities together. They not only honor the specific heritages present in SoWashCo but also educate the broader community, breaking down social silos and increasing cultural fluency and interaction across racial and socioeconomic lines.

Location of services: Districtwide

Strategy 3.3 – Community Advisory & Affinity Groups

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative description of this strategy.

This strategy institutionalizes community voice in district decision-making by expanding our ecosystem of Community Advisory Groups.

- **What it looks like:** We are actively growing the membership and scope of the central DEI Advisory Committee, ensuring it represents the full diversity of the district. Simultaneously, we are expanding specific Affinity Advisories—including the Hmong Family Advisory Committee and Native American Parent Advisory Committee—to provide culturally specific spaces for feedback and advocacy.
- **The Outcome:** By shifting from passive engagement to active partnership, we ensure that district policies and integration plans are co-created with the communities they impact. This creates a feedback loop that increases trust, accountability, and the retention of families from protected classes.

Location of services: Districtwide

Strategy 3.4 – Multidistrict Summer Integration

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

Narrative description of this strategy.

To fulfill our Integration Requirement and reduce racial isolation, this strategy implements collaborative summer programming in partnership with adjoining districts (ISD 196 and ISD 834). We bring students together from across district lines to participate in shared academic enrichment, STEAM camps, and/or leadership development programs. These programs provide unique opportunities for students from racially isolated schools to interact with peers from different geographic and demographic backgrounds. This intentional cross-district collaboration directly increases cultural fluency, competency, and interaction while providing continuity of learning during the summer months.

Location of services: Districtwide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Measurement Methodology & Progress Monitoring

To ensure a holistic and accurate assessment of our impact, progress toward Goals 1, 2, and 3 will be determined through a **composite analysis** of the Key Indicators of Progress (KIPs) outlined below. Because narrowing achievement gaps and improving school climate are complex, multi-faceted endeavors, no single metric can capture the full scope of our success. Therefore, we utilize a triangulation of data—including quantitative academic results, participation rates, and qualitative survey data.

Each strategy is evaluated annually on a **4-Point Rubric**:

- **1 - Not on Track:** Systemic foundations are absent or failing.
- **2 - Making Progress:** Systems are building, though gaps remain.
- **3 - Meeting Target:** Outcomes align with district representation and goals.
- **4 - Exceeding Target:** Structural change is evident; outcomes exceed baseline expectations.

At the end of each school year, the KIP scores for all strategies under a specific Goal are aggregated to determine the overall status of that Goal. This allows the district to identify specific areas needing adjustment while maintaining momentum on broader objectives.

Key Indicators of Progress (KIP)

Goal #1: Closing Opportunity Gaps A&I in SoWashCo will supplement and support efforts to improve academic and behavioral outcomes for all students, from Elementary through Graduation, while decreasing disparities in outcomes for students based on race, ethnicity, or socioeconomic status.	26-27	27-28	28-29
Strategy 1.1.1 – ASC Caseload			
Rubric <ol style="list-style-type: none"> 1- Students at identified schools have no access to ASC interventions. 2- Less than 30 students at each identified school are receiving intervention support. 3- At least 30 students at each identified school are receiving intervention support. 4- At least 30 students are receiving support, with waitlists actively managed. 			
Strategy 1.1.2 – ASC Student Growth			
Rubric <ol style="list-style-type: none"> 1- Less than 50% of ASC students meet their individual growth goals. 2- More than 50% of ASC students meet their individual growth goals. 3- 100% of ASC students meet their individual growth goals. 4- 100% meet growth goals, and 50% exceed expected growth. 			
Strategy 1.2.1 – AVID Addressing Disproportionality			
Rubric <ol style="list-style-type: none"> 1- Internal GPA data shows wide disparities (>10%) between racial, ethnic, or socioeconomic groups within the AVID cohort. 2- Disparities are closing (<10%) but still persist for some groups based on race, ethnicity, or socioeconomic status. 3- There is no significant disproportionality within the AVID cohort; students across all racial, ethnic, and socioeconomic groups achieve consistent GPA outcomes. 4- Disproportionality is eliminated as 100% of students, across all racial, ethnic, and socioeconomic groups, maintain a GPA of 3.0 or higher, demonstrating collective readiness for post-secondary success. 			
Strategy 1.2.2 – AVID Access to Rigorous Courses			
Rubric <ol style="list-style-type: none"> 1- <80% of HS AVID students are enrolled in and passing a course of rigor. 2- 80-99% of HS AVID students are enrolled in and passing a course of rigor. 3- 100% of High School AVID Elective students are enrolled in and passing at least one course of rigor. 4- 100% enrolled and passing, with >50% earning college credit. 			
Strategy 1.3.1 – Cultural Liaisons Service Reach			
Rubric <ol style="list-style-type: none"> 1- Liaisons have no systematic tracking of student/family contacts. 2- Liaisons track contacts, but reach <50% of the identified target families. 3- Liaisons document substantive contact with 90%+ of identified target families. 4- Liaisons reach 100% of target families and proactively identify new needs. 			
Strategy 1.3.2 – Cultural Liaison Family Engagement			
Rubric <ol style="list-style-type: none"> 1- <50% of families on Liaison caseloads attend conferences or key school meetings. 			

Goal #1: Closing Opportunity Gaps A&I in SoWashCo will supplement and support efforts to improve academic and behavioral outcomes for all students, from Elementary through Graduation, while decreasing disparities in outcomes for students based on race, ethnicity, or socioeconomic status.	26-27	27-28	28-29
2- 50-75% of families on Liaison caseloads attend conferences or key school meetings. 3- >80% of families on Liaison caseloads attend conferences/key meetings. 4- >90% attendance, with families taking on leadership/advisory roles.			

Key Indicators of Progress (KIP)

Goal #2: Staff Empowerment A&I in SoWashCo will supplement and support efforts to reduce disparities in access to effective, and increasingly diverse, educators and responsive instructional strategies for all students.	26-27	27-28	28-29
Strategy 2.1.1 – Grow Your Own Program Participation and Representation			
Rubric 1- No students of color are enrolled in GYO or Education pathway courses. 2- Enrollment of students of color is increasing but remains below building demographics. 3- Enrollment of students of color matches or exceeds building demographics. 4- Enrollment of students of color exceeds building demographics by 10%+.			
Strategy 2.1.2 – Grow Your Own Program Efficacy			
Rubric 1- Less than 60% of students complete field experience, and few plan to teach. 2- Between 60% and 80% complete experience, but student interest in teaching is mixed. 3- More than 80% complete field experience, and the majority express intent to pursue an Education degree. 4- 90%+ completion, with graduating seniors expressing intent to return to teach in SoWashCo.			
Strategy 2.2.1 – Culturally Responsive Instruction - Representation			
Rubric 1- <50% of students see themselves represented in their classroom experiences and resources. 2- >50% of students see themselves represented in their classroom experiences and resources. 3- 100% of students see themselves represented in their classroom experiences and resources. 4- Students co-design instructional spaces.			
Strategy 2.2.2 – Culturally Responsive Instruction - Instruction			
Rubric 1- <50% classrooms show evidence of culturally responsive strategies and mindsets. 2- >50% classrooms show evidence of culturally responsive strategies and mindsets. 3- 80% classrooms show evidence of culturally responsive strategies and mindsets. 4- Districtwide guarantee of Systemic Tier 1 strategies and mindsets.			
Strategy 2.3.1 – Retention Rate			
Rubric 1- Retention of teachers of color is lower than the district average. 2- Retention is increasing but still below district average. 3- Retention of teachers of color matches the district average. 4- Retention of teachers of color exceeds the district average.			

Goal #2: Staff Empowerment A&I in SoWashCo will supplement and support efforts to reduce disparities in access to effective, and increasingly diverse, educators and responsive instructional strategies for all students.	26-27	27-28	28-29
Strategy 2.3.2 – Impact of DEI Support on Staff of Color Wellbeing			
Rubric 1- Significant gap (>10%) in "Sense of Belonging" scores between White and BIPOC staff. 2- Gap in belonging scores is closing; Affinity groups are active. 3- No statistical disparity in belonging scores; Staff report Affinity groups as a key support. 4- BIPOC staff report high rates of professional satisfaction; Affinity members actively seek leadership roles. The district’s commitment to DEI supports my growth and wellbeing			

Key Indicators of Progress (KIP)

Goal #3: Community Engagement A&I in SoWashCo will supplement and support efforts to increase opportunities and access for racial and economic integration for students, staff, families, and surrounding communities.	26-27	27-28	28-29
Strategy 3.1.1 – Site-Based Cultural Learning			
Rubric 1- <50% of schools utilize allocated funds. 2- 50-80% of schools utilize funds for at least one event. 3- 100% of schools utilize funds for at least 2 cultural learning experiences. 4- 100% of schools participate; student surveys show high impact/relevance.			
Strategy 3.2.1 – Districtwide Cultural Programming			
Rubric 1- <2 districtwide events offered; low attendance. 2- 2 events offered; attendance is stagnant. 3- 3+ large-scale events offered; attendance increases annually. 4- Events are oversubscribed; significant participation from partner organizations.			
Strategy 3.3.1 – Community Advisory Groups			
Rubric 1- Advisory committees do not reflect district demographics. 2- Recruitment is underway to diversify advisory committees. 3- Advisory committees fully reflect the racial and ethnic diversity of the student body. 4- Advisory groups co-create policy and have high retention of members.			
Strategy 3.4.1 – Multidistrict Summer Integration			
Rubric 1- The program is not offered or has zero attendance from partner districts. 2- The program runs but has uneven participation from the 3 districts. 3- The program runs with active student participation from all 3 districts. 4- The program is oversubscribed and waitlisted across all 3 districts.			

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)).

This Achievement and Integration Plan creates efficiencies by shifting the district from reactive, isolated interventions to proactive, systemic capacity building. By aligning our strategies with existing district frameworks (such as MTSS and AVID), we eliminate the duplication of administrative overhead and ensure that A&I revenue supplements, rather than supplants, general fund initiatives.

Specific efficiencies include:

Integrated MTSS Support (Goal 1): Strategy 1.1 (Academic Success Coaches) creates efficiency by addressing student needs holistically across Tiers 1, 2, and 3. By actively supporting Tier 1 (core instruction) and providing immediate behavioral or academic redirection in the classroom, ASCs prevent gaps from widening. This proactive model reduces the overall volume of students eventually requiring intensive Tier 2/3 remediation, effectively eliminating the inefficiency of the traditional "wait to fail" model while maximizing the impact of a single support role.

Building Internal Capacity vs. External Consultants (Goal 2): Rather than relying on costly external vendors for professional development, Strategy 2.2 utilizes a "train-the-trainer" model. We leverage the expertise of our internal Equity Department and Cultural Liaisons to train licensed staff. This eliminates the need for duplicative external training contracts and ensures professional learning is tailored to our specific district context.

Collaborative Resource Sharing (Goal 3): Strategy 3.4 (Multidistrict Summer Integration) represents a significant efficiency by sharing the operational costs—transportation, curriculum design, and staffing—across three districts (ISD 833, ISD 196, and ISD 834). By pooling resources, we provide a high-quality integration experience that would be cost-prohibitive for any single district to operate alone.
