DEPARTMENT OF EDUCATION

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 14, Fridley
District Integration Status: RI
Superintendent: Brenda Lewis, PhD.
Phone: 763.502.5000
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Plan submitted by: Amy Cochran
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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. Anoka-Hennepin School District
2. Buffalo-Hanover-Montrose School District
3. Brooklyn Center School District
4. ISD 728
5. Osseo School District
6. Rockford School District

Provide the name of your integration collaborative if you have one: **Northwest Suburban Integration School District.**

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 (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text 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.

School Board Approval

X We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

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

Superintendent: Brenda Lewis, PhD
Signature: Brenda Lewis Date Signed: 3-20-2026

School Board Chair: Jake Karnopp
Signature: Date Signed: 3.17.26

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.

Multidistrict Collaboration Council: Our district participates in a Multi-District Collaborative Council to include the following: 1) Tom Shaw, Director of Student Support Services with the Anoka-Hennepin School District, 2) Jena Carlson, Director of Teaching and Learning with the Brooklyn Center School District, 3) Nancy Eiynck, Educational Equity Coordinator and Pam Miller, Director of Teaching and Learning with the Buffalo-Hanover-Montrose School District, 4) Amy Cochran, Senior Officer of Academics with the Fridley School District, 5) Kelly Corbett, Director of Teaching and Learning with ISD 728, 6) Michael Walker, Director of Equity and Inclusion with the Osseo School District, and 7) Jeff Ridelhoover with the Rockford School District.

American Indian Parent Advisory Committee (AIPAC): Our district AIPAC is made up of Jayna Gunderson, American Indian Education Coordinator, Josh Callahan and Natasha Spry. We met with the AIPAC to share an update on our current A and I plan and the results. The committee met on February 3, 2026, and February 9, 2026, where members reviewed elements of the plan and provided feedback and recommendations to support American Indian students and families. These meetings allowed for open discussion and ensured that parent voices and perspectives meaningfully informed the development of the district's plans.

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:

By Spring 2029, the percentage point gap between Hispanic/Latino students and White students scoring at or above the 40th percentile on FastBridge aReading will decrease from 42.1 (Spring 2025) to 22.1 (Spring 2029), decreasing by 5 percentage points annually.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategy #1: Implementation of local literacy plan

Type of Strategy: Innovative and integrated preK-12 learning environments

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

- ☐ **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.

Comprehensive Literacy Reform and Culturally Responsive Instruction: To accelerate academic achievement and close the percentage-point gap between Hispanic/Latino and White students on the FastBridge aReading assessment, Fridley Public Schools will implement a multi-faceted approach to literacy that bridges rigorous Tier 1 instruction, implementation of targeted reading interventions, and culturally responsive teaching practices.

Human-Centered & Culturally Responsive Foundations: We are committed to moving beyond a deficit-based model by placing an asset-based value on the diverse languages and cultures our students bring to the classroom. We will ensure that every educator understands the unique linguistic identity of their learners.

Evidence-Based Professional Excellence: We are investing heavily in structured literacy training. By the spring of 2026, all Read Act Phase 1 educators and administrators will have completed comprehensive LETRS training, with Phase 2 training following during the 2026-2027 school year. We are also providing 8 hours of structured literacy training to all of our K-12 paraprofessionals. For our secondary staff, a professional learning focus will shift toward Disciplinary Literacy, ensuring that high-level reading and writing strategies are embedded across all content areas.

Curricular Alignment & High-Quality Materials: Fridley is transitioning to implementation of new, high-quality Tier 1 literacy curriculum materials for students in grades K-10. This includes the adoption of foundational skills materials in grades K-3, *Wit & Wisdom* curriculum for grades K-8, and a new, rigorous curriculum resource for high school students. In partnership with building instructional leadership teams, staff will engage in regular collaborative Intellectual Preparation (IP) meetings and Student Work Study (SWS) meetings to ensure these materials are delivered with high expectations and cultural relevance.

Data-Informed Decision Making & Targeted Intervention: To ensure every student receives necessary support, we are updating our assessment and data systems while expanding secondary intervention capacity. This includes implementing the Capti ReadBasix screener for grades 4-12. Additionally, through our partnership with Abre, we are developing a Comprehensive Student Data System for real-time progress monitoring. These data-driven insights will guide new, evidence-based reading interventions at the middle and high school levels. To provide this specific instruction without compromising core academic access, we will implement strategic shifts in secondary scheduling. By aligning these targeted interventions with individual student needs, we aim to systematically shrink the achievement gap by 2029.

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 2027	Target 2028	Target 2029
Increase percentage of instructional staff trained and actively using the Abre data system for real-time access to literacy data to inform instruction and programming.	25%	30%	35%
Number of documented collaborative Intellectual Preparation (IP) Meetings and Student Work Study (SWS) meetings per team, per year	8 meetings	12 meetings	16 meetings

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

Goal #2: By June 2029, as part of the NWSISD Collaborative, Fridley Public Schools will increase the number of junior and senior BIPOC students who complete at least one potential college-credit-earning course at Fridley High School from a baseline of 56% of students in the class of 2025 to 64% of students in the class of 2029, as measured by annual course enrollment. (2025 - 229 out of 407)

Goal type: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Strategy #2: AVID

Type of Strategy: Career and college readiness and rigorous coursework for underserved students.

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

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

Narrative description of this strategy.

Fridley Public Schools will support its goal of increasing the percentage of senior BIPOC students who complete at least one college-credit-earning course through the continued implementation and expansion of the AVID College Readiness System in grades 6–12. As part of the NWSISD Collaborative, the district will align its efforts with regional programming designed to promote racial and economic integration and close achievement gaps.

AVID (Advancement Via Individual Determination) is a nationally affiliated college-readiness system designed to increase the number of students who enroll and succeed in four-year colleges and in their lives beyond high school. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

In Fridley, AVID will continue to function as both a schoolwide instructional framework and an elective support class at the secondary level. AVID-trained educators will use research-based instructional strategies across content areas to build students' academic skills, organizational habits, and self-advocacy. These practices help students succeed in rigorous coursework and develop the behaviors necessary for college and career success.

Students enrolled in the AVID elective will participate in a structured class focused on study skills, goal setting, organization, and college and career exploration. AVID students are expected to enroll in advanced or rigorous core classes, such as International Baccalaureate, College in the Schools, or other potential college-credit-earning courses, to

prepare for the expectations of a four-year college experience. The elective provides an additional layer of academic and social support, including tutorials, collaborative learning, and college knowledge activities.

Academic Deans working with AVID Coordinators and AVID District Director, will use multiple data points to identify and encourage underserved students, including BIPOC students, to enroll in AVID and advanced coursework. This will include outreach to students and families, course planning support, and ongoing monitoring of student progress. The goal is to remove barriers to access and ensure that more students enroll in and successfully complete college-credit-earning courses before graduation.

Fridley will continue to participate in regional coordination, professional learning, and program support provided through the NWSISD Collaborative. This includes training for AVID educators, alignment across districts, and shared strategies to increase participation and success for historically underserved students.

Through the combined use of AVID schoolwide instructional practices, targeted student support through the AVID elective, and intentional recruitment into advanced coursework, Fridley Public Schools will expand access to rigorous learning opportunities and increase the percentage of senior BIPOC students who complete at least one college-credit-earning course by the end of the 2029 school year.

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 2027	Target 2028	Target 2029
Increase the percentage of 11-12 BIPOC Students enrolled in AVID who are also enrolled in one or more college credit earning course.	75%	78%	80%

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

Strategy #3: Integrated Student Enrichment Activities

Type of Strategy: *Innovative and integrated preK-12 learning environments*

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

- ☐ **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.

To support the SMART goal of increasing the percentage of senior BIPOC students completing at least one college-credit-earning course by 2029, Fridley Public Schools will deepen its partnership with the Northwest Suburban Integration School District (NWSISD) to expand access to integrated learning environments, mentorship, and college-readiness experiences.

As a member district of NWSISD, Fridley Public Schools participates in a regional collaborative focused on racial and economic integration and closing achievement gaps across member districts. Through this partnership, Fridley students

engage in NWSISD-sponsored student support services designed to increase cultural fluency, cross-cultural interaction, and access to rigorous academic pathways.

Fridley students in middle and high school will participate in NWSISD mentorship programs, including Step-Up: Mentorship for Young Men and Essence: Mentorship for Young Women. These programs are intentionally designed to support students, particularly those from historically underserved backgrounds, through four core pillars: Aspirations, Expectations, Opportunities, and Achievement. Students participate in structured programming that promotes self-reflection, leadership development, goal setting, and understanding how culture and identity influence academic and career pathways. Activities include college campus visits, career exploration experiences, service-learning projects, team-building exercises, and engagement with guest speakers from diverse professional backgrounds.

These mentorship programs complement the district's implementation of AVID and other advanced academic pathways by building students' confidence, college knowledge, and sense of belonging in rigorous coursework. Students are supported in setting high school academic goals aligned to postsecondary aspirations, including enrollment in International Baccalaureate, College in the Schools, Concurrent Enrollment, and other college-credit-earning opportunities. By strengthening students' expectations of themselves and their academic futures, the programs directly contribute to increased participation in advanced coursework.

In addition to mentorship, NWSISD provides regional college and career conferences and coordinated college experiences for students participating in AVID, Educators Rising, and school-based college and career center programming. These experiences expose students to postsecondary options, financial aid information, and career pathways, helping them make informed decisions about course selection and graduation planning.

Through sustained participation in NWSISD mentorship, college readiness programming, integrated magnet opportunities, and aligned district supports, Fridley Public Schools will create coherent, culturally responsive pathways that increase access to rigorous academic experiences. These coordinated efforts will directly support the district's goal of increasing the percentage of senior BIPOC students who complete at least one college-credit-earning course by the end of the 2029 school year.

Location of services: NWSISD member districts.

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 2027	Target 2028	Target 2029
Increase number of BIPOC students participating in Step Up- Baseline 15 students in 2026 participating	16	18	20
Increase number of BIPOC students participating in Essence- Baseline 20 students in 2026 participating	21	23	25
Increase number of BIPOC students participating in community service and engagement activities through NWSID	10	15	20

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

Strategy #4: International Baccalaureate Magnet Programs

Type of Strategy: *Innovative and integrated preK-12 learning environments*

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

☐ **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.

Fridley Public Schools is committed to providing a rigorous, world-class educational foundation that prepares every student for the complexities of a global society. Central to this commitment is our status as an International Baccalaureate (IB) district, providing all PreK-12 students with a robust academic grounding that empowers them to engage in high-level, challenging coursework. Through our strategic partnership with Northwest Suburban Integration School District (NWSISD), we are proud to offer IB magnet programming at our preschool, both of our elementary schools, our middle school, and our high school. These programs serve as a regional hub for excellence, open to students from all seven NWSISD member districts. As part of our commitment to our IB magnet through NWSID, all preK - grade 12 students from member districts will be provided transportation.

The IB framework infuses our core curriculum at all levels with a global perspective, helping young people understand their vital roles as responsible world citizens. Our instructional approach places a heavy emphasis on deep inquiry, conceptual thinking, and interdisciplinary learning. By prioritizing world languages and international-mindedness, we cultivate the "IB Learner Profile" in every student—encouraging them to be principled, caring, open-minded, and reflective risk-takers.

To sustain this level of academic rigor and offer more choices to our students, we are actively expanding our Career-related Programme (CP) at the secondary level, ensuring students have direct pathways to post-secondary success. Supporting this growth is a dedicated faculty; our educators participate in ongoing, IB-approved professional training to ensure that our instructional practices remain at the forefront of global educational standards.

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 2027	Target 2028	Target 2029
Increase the number of BIPOC students enrolled in IB Career Related Program, obtaining college credit	4	6	8
Increase the percentage of BIPOC students earning a 4 or higher on their DP exams.	40%	42%	44%

Strategy #5: Concurrent Enrollment

Type of Strategy: *Career and 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.

At Fridley High School, we believe that the relevancy and postsecondary value of our course offerings are paramount to the long-term success of our students. As a district, we are committed to ensuring that every graduate leaves our system not only prepared for life after high school, but already meaningfully engaged in it. Concurrent enrollment is a cornerstone of this commitment and a critical strategy in achieving our goal: that every senior BIPOC student completes at least one college credit-bearing course before graduation.

Through annual surveys, school board listening sessions, and family engagement events, Fridley students and families have consistently communicated a clear message: they want expanded opportunities to earn college credit while remaining connected to their high school community. While participation in Postsecondary Enrollment Options (PSEO) has increased, many families prefer that students access rigorous college coursework within the supportive structure of Fridley High School.

In response, Fridley Public Schools has strengthened partnerships with Anoka-Ramsey Community College and Pine Technical & Community College to expand concurrent enrollment options on our campus. Currently, students can access four concurrent enrollment courses through Anoka-Ramsey and three within our Healthcare Career Pathway through Pine Technical & Community College. These offerings represent a strong foundation—but also a beginning.

Our broader vision is to develop an Associate Degree Attainment Program available to students in grades 9–12. This program will align with the Minnesota General Education Transfer Curriculum (MNTC), ensuring that credits earned at Fridley are transferable, rigorous, and meaningful across Minnesota's public colleges and universities.

The short-term goals of this initiative include extending concurrent enrollment opportunities across all core subject areas: Language and Literature, Mathematics, Individuals and Societies, Science.

By embedding concurrent enrollment into core academic pathways, we remove barriers that often prevent students—particularly BIPOC students—from accessing advanced coursework. When college-credit opportunities are integrated into the school day, supported by trusted educators, and accessible to all, participation becomes normalized rather than exceptional.

Historically, advanced coursework and college credit opportunities have not been equitably distributed. By embedding concurrent enrollment into Fridley's core programming and career pathways, we intentionally disrupt that pattern.

This strategy supports our goal in several key ways:

1. Access: Courses are offered on campus, during the school day, eliminating transportation and cost barriers.
2. Belonging: Students remain connected to peers, trusted staff, and culturally responsive supports.
3. Academic Identity: Early success in college-level coursework builds confidence and a college-going mindset.
4. Transferability: Alignment with the Minnesota Transfer Curriculum ensures that credits carry value beyond high school.
5. Retention: Expanding high-value programming strengthens student engagement and keeps enrollment at Fridley High School.

When senior BIPOC students graduate having successfully completed at least one college credit-bearing course, they leave with tangible proof of their ability to succeed in postsecondary environments. This milestone shifts narratives—from potential to performance, from aspiration to achievement.

Concurrent enrollment at Fridley High School is more than an academic initiative—it is an equity strategy, a retention strategy, and a postsecondary readiness strategy. By expanding partnerships, building rigorous pathways, and aligning to an Associate Degree Attainment framework, Fridley Public Schools is creating transformational change.

Location of services: Fridley High School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the number of concurrent enrollment courses offered at Fridley High School by one over the next 3 years. (10 courses offered in 2025-2026 school year)	+1	+1	+1

Goal #3: By June 30, 2029, Fridley Public Schools will increase the percentage of staff of color from 22% (Spring 2026 baseline) to 28%, achieving a measurable increase of 2 percentage points per year over three fiscal years (FY27, FY28, and FY29), as measured by annual human resources staffing data.

Goal type: 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.

Strategy #6: Build and Expand Diverse Staff Pipelines with Targeted and Inclusive Recruitment Practices.

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

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.

Fridley Public Schools will strengthen and expand its internal and external pipelines to increase the number of qualified candidates of color entering the district. The district will invest in Grow-Your-Own pathways for paraprofessionals, substitutes, and community members who are interested in becoming licensed teachers or staff. This will include partnerships with colleges, universities, and alternative licensure programs that serve diverse candidate populations. The district will provide student teaching placements, internships, and residency opportunities within its schools to create early connections with potential hires. When possible, financial support such as tuition assistance, stipends, or grant-funded opportunities will be offered to reduce barriers and encourage completion of licensure programs.

The district will implement intentional, equity-focused recruitment practices to increase the number of applicants and hires of color each year. Recruitment efforts will include attending targeted job fairs, advertising in affinity-based educator networks, and building relationships with preparation programs that serve diverse candidates. Hiring processes will be reviewed and refined to ensure they are inclusive and free from bias, including the use of diverse interview teams, structured interview protocols, and clear evaluation criteria. The district will also highlight its commitment to equity, belonging, and professional growth in all recruitment materials. In addition, for hard-to-fill positions, the district will pursue the hiring of highly qualified international teachers through approved programs, ensuring all candidates meet state licensure requirements and receive appropriate onboarding and support.

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 2027**	**Target 2028**	**Target 2029**
BIPOC participation in Grow Your Own programs will increase by 2 teachers each year	8	10	12
BIPOC student participation will increase in our concurrent enrollment Foundations of Education	20	22	25

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

Strategy #7: Strengthen Retention and Belonging for Staff of Color

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

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. Fridley Public Schools will focus on retaining staff of color by creating supportive, inclusive, and growth-oriented work environments. The district will provide structured mentoring and induction programs for new staff, with additional support for educators of color. Leaders will receive professional development on culturally responsive supervision, inclusive leadership practices, and equitable evaluation. The district will also create leadership pathways and professional growth opportunities for staff of color, and regularly gather feedback through

climate surveys and listening sessions to inform continuous improvement efforts. If staff do leave FPS, we will focus on exit interviews and using this data to help us learn and grow.

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 2027**	**Target 2028**	**Target 2029**
The retention rate for BIPOC teachers will increase. 2026 Get Baseline Data	2% increase	2% increase	2% increase
Increase leaders training on culturally responsive practices	90% of leaders trained	95%	100%

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)). Enter text.

This Achievement and Integration Plan creates systemwide coherence by aligning academic, integration, and talent development strategies under a unified framework rather than operating separate, disconnected initiatives. Instead of layering new programs onto existing structures, Fridley Public Schools is intentionally strengthening and integrating current systems to maximize impact and reduce redundancy.

First, literacy reform efforts consolidate professional development, curriculum adoption, intervention systems, and assessment tools into one comprehensive PreK–12 literacy framework. Rather than maintaining separate building-based literacy initiatives, the district is aligning Tier 1 instruction, structured literacy training, intervention programming, and data systems across all schools. This reduces duplication of professional learning, assessment tools, and intervention resources while increasing consistency and instructional fidelity.

Second, college and career readiness efforts are intentionally braided together. AVID, International Baccalaureate programming, concurrent enrollment, NWSISD mentorship, and career pathways are not stand-alone initiatives; they operate as interconnected components of one coherent postsecondary readiness strategy. By embedding concurrent enrollment and IB pathways into the core master schedule and aligning them with AVID recruitment and NWSISD mentoring supports, the district eliminates parallel support structures and ensures students access layered supports within one coordinated system.

Third, recruitment and retention strategies for staff of color are streamlined through unified Grow-Your-Own pathways, structured mentoring, and equity-centered hiring practices. Instead of separate diversity initiatives operating independently, the district is building one comprehensive talent pipeline strategy that integrates recruitment, licensure support, induction, and leadership development.

Finally, partnerships through the Northwest Suburban Integration School District allow Fridley to leverage regional programming rather than independently creating similar programming locally. This shared-services model increases student access to integrated learning environments while maximizing fiscal efficiency.

Through alignment, shared data systems, regional collaboration, and integration of programming into core district structures, this plan strengthens outcomes while reducing fragmentation, redundancy, and inefficiencies across the system.