



Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD # 2448

District Integration Status: Adjoining District (A)

Superintendent: Cori Reynolds

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Plan submitted by: Cori Reynolds

Title: Superintendent

Phone: 507-764-2330

Email: corireynolds@mcwmavericks.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 #836 Butterfield-Odin RI - Racially

Isolated

2. Enter text here. Choose district status.

3. Enter text here. Choose district status.

4. Enter text here. Choose district status.

Provide the name of your integration collaborative if you have one: Enter name.

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.

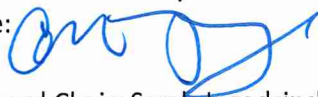
Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

School Board Approval

☒ 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: Cori Reynolds

Signature: 

Date Signed: Enter date.

3/11/26

School Board Chair: Sarah Jagodzinske Rohman

Signature: 

Date Signed: Enter date. 2-17-26

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: Dan Blankenship (Butterfield-Odin), Tammi Samuelson (Butterfield-Odin), Nickole Bowie, Cori Reynolds.

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: Martin County West students in grades 3-6 who qualify for free or reduced priced meals (FRP) in school year 2025-26 will increase math proficiency by 1.5% each year between 2027 and 2029 as measured by the MCA math assessments.

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the KIPs for 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.

Strategy Name and # Math TOSA 1.1

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

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

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

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

The math teacher on special assignment (TOSA) will provide leadership to our efforts to improve student academic outcomes by facilitating the curriculum revision cycle. The math TOSA will assist teachers in continuing to implement with fidelity the math curriculum adopted in the 2023-24 school year. The TOSA will also facilitate curriculum training for new teachers, studying student assessment data to set goals, making instructional plans to differentiate instruction, and serving on the district's MTSS leadership team to develop Tier 2 and 3 interventions for students who are struggling.

Location of services: All MCW Schools

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Math TOSA will participate in at least 1 training each year on instructional coaching, MTSS, and mathematical instruction.	1 training	1 training	1 training
New math teachers will receive at least 1 hour of training from the math TOSA in their first year.	1 hour	1 hours	1 hour
Math MCA proficiency rates for students in grades 3-6 who qualify for FRP in school year 2025-2026 with increase by at least 1.5% each year.	Baseline	Baseline + 1.5%	2028 + 1.5%

Strategies

Strategy Name and # MTSS Leadership Team Chair 1.2

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

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

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

Narrative description of this strategy.

THIS IS AN IMPROVEMENT STRATEGY. The MTSS leadership team will facilitate ongoing work to create, implement, and evaluate the MN multi-tiered systems of support in our schools. This team is working to build the systems by which teachers deliver strong core instruction, analyze data to measure student comprehension, problem-solve for students not making adequate progress, develop a tool box of interventions for students who need remediation or enrichment of the core curriculum in order to achieve mastery, and assist the team with identifying patterns of underachievement that may signify educational disparities. The leadership team chair will prepare agendas, update materials, coordinate professional learning for team members and all other instructional staff, and ensure the improvement process is ongoing.

Location of services: All MCW Schools

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The MTSS leadership team chair will participate in at least one MTSS professional development opportunity per year.	1 training	1 training	1 training
The MTSS leadership team chair will convene at least 4 meetings of the team per year.	4 meetings	4 meetings	4 meetings
The MTSS leadership team will complete the first draft of a district MTSS handbook and provide at least 1 staff training on it by 2029.	50% complete	50% complete	1 staff training

Achievement and Integration Goals

Goal #2: Martin County West students in grades 3-6 who qualify for free or reduced priced meals (FRP) in school year 2025-26 will increase reading proficiency by 1.5% each year between 2027 and 2029 as measured by the MCA math assessments.

Goal type: Achievement Disparity

Strategies

Strategy Name and # Reading TOSA 2.1

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

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

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

Narrative description of this strategy.

The reading teacher on special assignment (TOSA) will provide leadership to our efforts to improve student academic outcomes by facilitating the curriculum revision cycle. The reading TOSA will assist teachers with implementing with fidelity the reading curriculum expected to be adopted in the 2025-26 school year. The TOSA will also facilitate curriculum training for new teachers, studying student assessment data to set goals, making instructional plans to differentiate instruction, and serving on the district's MTSS leadership team to develop Tier 2 and 3 interventions for students who are struggling.

Location of services: All MCW Schools

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Reading TOSA will participate in at least 1 training each year on instructional coaching, MTSS, and mathematical instruction.	1 training	1 training	1 training
New reading teachers will receive at least 1 hour of training from the math TOSA in their first year.	1 hour	1 hours	1 hour
Reading MCA proficiency rates for students in grades 3-6 who qualify for FRP in school year 2025-2026 with increase by at least 1.5% each year.	Baseline	Baseline + 1.5%	2028 + 1.5%

Strategies

Strategy Name and # MTSS Leadership Team Chair 2.2

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

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

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

Narrative description of this strategy.

THIS IS AN IMPROVEMENT STRATEGY. The MTSS leadership team will facilitate ongoing work to create, implement, and evaluate the MN multi-tiered systems of support in our schools. This team is working to build the systems by which teachers deliver strong core instruction, analyze data to measure student comprehension, problem-solve for students not making adequate progress, develop a tool box of interventions for students who need remediation or enrichment of the core curriculum in order to achieve mastery, and assist the team with identifying patterns of underachievement that may signify educational disparities. The leadership team chair will prepare agendas, update materials, coordinate professional learning for team members and all other instructional staff, and ensure the improvement process is ongoing.

Location of services: All MCW Schools

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The MTSS leadership team chair will participate in at least one MTSS professional development opportunity per year.	1 training	1 training	1 training
The MTSS leadership team chair will convene at least 4 meetings of the team per year.	4 meetings	4 meetings	4 meetings
The MTSS leadership team will complete the first draft of a district MTSS handbook and provide at least 1 staff training on it by 2029.	50% complete	50% complete	1 staff training

Achievement and Integration Goals

Goal #3: Martin County West Schools will increase participation in 3 and 4 year old preschool by students who qualify for free or reduced priced meals (FRP) by 1.5% each year between 2027 and 2029.

Goal type: Achievement Disparity

Strategies

Strategy Name and # Preschool Scholarships 3.1

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

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

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

Narrative description of this strategy.

Early education programs have been proven to increase a student's readiness for kindergarten. The fees for preschool are a barrier for some families. The funds the school district receives to reduce the tuition barrier are not adequate to meet the need of our families who require assistance in order to participate. This strategy would supplement those funds so that more students can participate and receive the benefits.

Location of services: All MCW Schools

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Preschool participation by students who qualify for FRP will increase by 1.5% each year.	Baseline	Baseline + 1.5%	2028 + 1.5%

Achievement and Integration Goals

Goal #4: Martin County West Schools students in grades 9-12 who collaborate with students from Butterfield-Odin Schools on a project to enhance their respective school climate and culture will self-report increased confidence in their leadership, communication, and/or relationship-building skills from the baseline percentage established in 2027 to at least 55% by 2029.

Goal type: Integration

Strategies

Strategy Name and # Joint Student Learning Events 4.1

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

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

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

Narrative description of this strategy.

MCW and Butterfield-Odin students in grades 9-12 will come together for a joint learning opportunity at least once each year to enhance the climate and culture at their respective schools and to increase their individual leadership, communication, and/or relationship-building skills by interacting with other students who are different than them.

Location of services: MCW High School

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
MCW and Butterfield-Odin will hold at least 1 joint student event each year	1	1	1
Participating students will report increased leadership, communication, or relationship-building skills.	Baseline	40%	55%

Achievement and Integration Goals

Goal #5: Martin County West Schools students will have access to effective educators, at least 75% of whom are trained in culturally responsive practices.

Goal type: Teacher Equity

Strategies

Strategy Name and # Culturally Responsive Professional Development 5.1

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

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

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

Narrative description of this strategy.

MCW and Butterfield-Odin will collaborate to provide teachers professional learning around culturally responsive practices at least once each year. The goal will be for staff to be able to identify and dismantle inequitable practices that create barriers for students in protected classes to feel completely welcome and to achieve their full potential and to develop new, more equitable practices.

Location of services: All MCW Schools

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
MCW and Butterfield-Odin will hold at least 1 joint staff event each year	1	1	1
The number of staff trained in culturally responsive practices will be at least 75%.	75%	75%	75%

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)). **Our Achievement and Integration Plan creates efficiencies by enabling us and our partnering district to jointly implement inter-district opportunities for our students that focus on developing skills in leadership, communication, and relationship-building that will lead to improved school culture and climate. This plan supports our work to align our curriculum and instruction to reduce achievement and opportunity gaps through the study of student data and instructional practice and implementation of the MNMTSS framework. Our plan supplements our gap closure work by affording us opportunities we would not otherwise have and that we could not duplicate on our own.**

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

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

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: Enter text here.

RIS Name: Enter text here.

Program Contact: Enter name.

Phone: Enter phone number.

Email: Enter email.

RIS Plan Input

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).

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).

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.

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

RIS 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)).

RIS Goal # 1 Enter SMART goal here.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS 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 increase racial and economic integration at their racially identifiable schools and to reduce 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 Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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 will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

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 key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percent each year. 2019 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

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