



Achievement and Integration Plan Form July 1, 2025 to June 30, 2028

Submissions are due by March 15, 2025.

District ISD# and Name: ISD 761-Owatonna Public Schools

Title of Person Submitting Report: Julie Sullivan-Director of Teaching & Learning

District Integration Status: Blooming Prairie Public School District

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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

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

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

1. Blooming Prairie Public Schools

Achievement and Integration Goals

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

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

Enter SMART Goal #1: Increase the four year graduation rate of FRPL population by 1.5% each year.

Choose a WBWF/CACR goal area:

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

Choose the type of Goal:

- ☒ Achievement Disparity
- ☐ Integration
- ☐ Teacher Equity

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

Strategies

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

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

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

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

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

Enter Strategy Name and #: 1.1 Strengthen Co-teaching to Support Academic Success

Choose the type of Strategy:

☒ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

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

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

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

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

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

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

☐ Option 2: Provides school enrollment choices.

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

☐ Option 4: Increases graduation rates.

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

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

Add narrative. This strategy is named "Strengthen Co-teaching to Support Academic Success." Co-teaching at Owatonna Senior High has proven to be a powerful structure to help all students succeed, especially students who qualify for Free or Reduced Priced Lunch (FRPL) and Multilingual Learners, all of whom also qualify for FRPL.

Students have a difficult time in their first English, math, and science classes. Data show that these classes are especially difficult for FRPL students. Newcomer MLs, all of whom also qualify for FRPL, struggle in particular, and we don't want to delay their successful integration into these courses until they are fluent English speakers. Therefore, our strategy is to make sure that we have dedicated EL teachers available to help in these courses as co-teachers.

This brings several benefits. First, MLs have support from a teacher trained in differentiating to their needs. Having direct ML support leads to the second benefit, which is that the classroom teacher has more time to differentiate to the needs of native English speakers, many of whom struggle with the challenging content and who often qualify for FRPL. Third, the ML Teacher brings a cultural fluency and awareness to the co-teaching partnership that benefits the students. They know the students culturally, are often more familiar with their unique circumstances, and are able to communicate this to the content area co-teacher. Thus, they are able to build the capacity of all co-teaching staff to be responsive to academic disparities and to connect cultural and linguistic classroom instruction to the learners in specific core courses. Finally, The summary effect of the above three benefits is that all students have increased access to effective teachers.

There is another aspect to this strategy, "Strengthen Co-teaching to Support Academic Success." In order to support the co-teaching partnership, the EL and Equity Coordinator (EEC) offers direct support of every co-teaching relationship. The EEC works cooperatively with teachers and administrators to provide professional development for staff in support of co-teaching. The EEC works closely with the local administrators to support and supervise programs and services.

Enter location of services: Owatonna Senior High School. More specifically, co-taught courses are in math (particularly Intermediate Algebra), science (particularly Geoscience and Biology), and English (English 9 through English 12, depending on enrollment). The immediate goal for all students enrolling in these co-taught courses is that they pass their classes.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Co-taught courses will maintain diverse enrollment. Specifically, co-taught courses will maintain a 5% FRPL enrollment above the high school FRPL average. For example, FRPL enrollment in the high school was 35.5% in 2024. Therefore, in 2024, we would maintain an average FRPL enrollment in co-taught classes of 40.5%, which is 5% above the school average.	FRPL enrollment average + 5%	FRPL enrollment average + 5%	FRPL enrollment average + 5%
We will work to maintain an FRPL attendance rate of 90% or higher in co-taught courses, which is a rate that is widely <u>recognized as an important threshold</u> below which negative consequences accumulate.	above 90%	above 90%	above 90%

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

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

Enter Strategy Name and #: 1.2 Strategic Community Outreach with Success Coaches

Choose the type of Strategy:

___ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

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

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

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

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

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

Add narrative. The second strategy for improving FRPL graduation rates is named “Strategic Community Outreach with Success Coaches.” More commonly referred to as “Cultural Liaisons,” our Success Coaches are community bridge builders. They are members of the community with deep ties. They are multilingual and ethnically diverse. While they often serve as district messengers to families, they just as often serve as community messengers to the district. Their work is wide ranging.

To begin, Success Coaches are deeply involved with family communication generally. They arrange and attend all conferences throughout the year for families who require an interpreter. At the high school, Success Coaches are also involved in recruitment of multilingual, diverse students into courses that earn college credit, such as College in the Schools (CIS), Post-Secondary Enrollment Options (PSEO), and Advanced Placement (AP) courses. They communicate these opportunities to students and families and lead sessions at our registration events with the goal of increasing student participation in this challenging coursework. Furthermore, Success Coaches translate school and classroom communications with home. They respond to families’ concerns that arise throughout the year including deportation concerns, weather emergencies, and other various community incidents that intersect with school activities. They also help families enroll children in extracurricular activities, connect to county services (e.g. vaccinations, housing), and help with course registration.

Success Coaches also support students directly at school. They assist in the classroom with targeted learning tasks and translate when appropriate. They also support students culturally. For example, our Somali Success Coaches facilitate prayer for observant Muslims. Success Coaches understand the cultural backgrounds of the students, and so are able to help the students adjust to the cultural shift to public school in Owatonna, MN, USA.

Success Coaches also help staff understand the backgrounds of many of our students. Thus, they are cultural bridge builders helping each side reach the other.

Importantly, Success Coaches participate in weekly attendance meetings with particular students, families, administrators, and occasionally the county. They are part of the monitoring and communication process to help students struggling with attendance. This direct engagement in attendance is important as it relates to the KIP below.

It should be noted that Success Coaches primarily serve our non-white, linguistically diverse student population and their families. Nearly all of these students qualify for FRPL. Subsets of these non-white, linguistically diverse students are 100% FRPL. For example, our population of newcomers entirely qualifies for FRPL. Similarly, although ethnic data are not collected, a close review of local data reveals that nearly 100% of our Somali population qualify for FRPL. By helping these FRPL subsets, we hope to effect improvements to the FRPL population generally.

Ultimately, the intended downstream outcome of this work is to improve graduation rates of FRPL students. Along the way, we hope to see attendance improve. We view improved attendance, particularly at the secondary level as a prerequisite to improved graduation rates.

Enter location of services: Success Coaches operate in all of our buildings, including preschool and alternative learning programs.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Given that the majority of MLs qualify for Free or Reduced Priced Lunch, we will focus on improving attendance through the strategic use of Success Coaches, as described above, whose work strongly supports MLs. Through this strategy, we will work to maintain an ML attendance rate of 90% or higher, which is a rate that is widely <u>recognized as an important threshold</u> below which negative consequences accumulate.	above 90%	above 90%	above 90%

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

Enter Strategy Name and #: 1.3: REACH Programming with Student Support Specialist

Choose the type of Strategy:

☐ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

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

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

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

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

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

Add narrative. The REACH Program follows a schedule each week and consists of weekly check-in /goals, character building exercises, and academic days.

Weekly Check-in/Goals Group

During weekly check-in, students share about how they are doing in the arena of their social and family lives in a small-group setting. The Goals Group allows students to reflect upon the Academic, Individual, and Family goals they have identified in REACH, and the progress they have made each week toward obtaining them. Group members have the opportunity to offer feedback and support in assessing each member's level of commitment to making progress.

Character Building Exercises

REACH students work as a group to build problem-solving and life skills through a variety of experiential exercises. These fun activities help the teams build close, supportive relationships as they develop skills they can carry with them into adult life. Some of these skills have included physical fitness, team problem solving, planning for the future, and community outreach, giving back.

Academic Days

Three days a week REACH students are provided with an opportunity to focus on their core required classes and receive one-on-one tutoring from the REACH staff when needed. The REACH staff work closely with the instructors to collaborate on each student's academic progress. Students are reminded often of their responsibility to complete the course work required in order to reach their goal of graduating.

The work will be supported strategically through curriculum planning time, coaching sessions, and responsive feedback based on walk throughs and classroom observations.

Enter location of services: Middle School and High School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
There is consensus on the importance of a student enrollment to be at 90% or higher, which is also observed by MDE. Attendance is especially important for students in the REACH program, a group of students who have historically struggled with attendance. Therefore, we will apply this metric to our REACH students moving forward, setting a target to maintain their attendance at 90% or higher for the next three years.	above 90%	above 90%	above 90%

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

Enter SMART Goal #2: By June 2028, increase the percentage of economically diverse students enrolled in rigorous academic courses (e.g., advanced math, enriched English, or AP classes) by 1.5% each year.

link to baseline0000000000..... data

Choose a WBWF/CACR goal area:

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

☐ All students graduate from high school.

Choose the type of Goal:

☐ Achievement Disparity

☒ Integration

☐ Teacher Equity

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

Strategies

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

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

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

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

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

Enter Strategy Name and #: 2.2 Strengthening the Rising Scholars Program and bridging the transition to middle school.

Choose the type of Strategy:

☐ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

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

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

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

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

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

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

☐ Option 2: Provides school enrollment choices.

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

☐ Option 4: Increases graduation rates.

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

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

Add narrative. The Rising Scholars Program is a cornerstone of Owatonna Public Schools' Talent Development Framework, designed to nurture the potential of students from underrepresented backgrounds who have yet to qualify for advanced academic programming. This program identifies and supports high-potential students through tailored academic and social-emotional learning opportunities, with an added emphasis this year on an after-school enrichment program.

Rising Scholars students meet regularly with their Rising Scholar teacher for small group sessions focused on academic enrichment and social-emotional learning (SEL). Counselors meet with students every other week, incorporating SEL activities and focusing on strengthening key skills such as organizational skills, study habits, and a growth mindset. Teachers work with students frequently to deliver differentiated instruction in math and literacy, ensuring consistent support and growth.

Math enrichment remains a central component of the program, using Beast Academy to deepen problem-solving and critical thinking skills. 5th grade Rising Scholars who excel in Beast Academy are nominated for the Art of Problem Solving's Pathways Scholarship, a full-tuition scholarship that provides personalized math coaching, one-on-one assessments, and flexible, self-paced virtual classes. Students also have access to free, individual tutoring sessions over Zoom with tutors familiar with AoPS curriculum and teaching styles. The scholarship is renewable through strong performance, and summer camps are available for year-round learning. The Pathways Scholarship creates opportunities for students to build a community with other mathematically advanced peers and continue their academic journey.

The newly introduced after-school enrichment program offers students additional opportunities to explore STEM and creative problem-solving in a structured, engaging environment. This program provides hands-on learning experiences and collaborative projects designed to build confidence and curiosity in students. The enrichment program reinforces skills learned during the school day while fostering a love for learning beyond the traditional classroom setting.

This program's dual focus on academic and social-emotional development prepares students for long-term success. Counselor-led sessions every other week provide opportunities to develop resilience, collaboration, and self-confidence, while frequent teacher-led sessions focus on literacy, math enrichment, and advanced academic readiness. These combined efforts help students see themselves as capable learners and leaders, well-prepared for the academic challenges ahead.

Enter location of services: McKinley Elementary and Wilson Elementary

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Establish baseline data on academic performance and enrichment program participation.	50%	60%	70%
Percentage of Rising Scholars meeting or exceeding expected growth targets in math as measured by FastBridge assessments.			
Establish baseline participation data in Year 1, with a three-year target of increasing participation by 5% annually . By Year 3, at least 60% of Rising Scholars students will attend at least 70% of scheduled sessions . Progress will be measured through attendance records.	50%	55%	60% RS attend with 70% attendance rate
The percentage of Rising Scholars 5th graders excelling in the Beast Academy math program and nominated for the Pathways Scholarship increase participation in the pathways program 1 student per year. (baseline 2 students 2024)cx	3 students	4 students	5 students
Rising Scholars participants will report an increased sense of academic growth in math, specifically related to their problem-solving and critical	Establish	+5%	+5%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
thinking skills, as a result of their participation in Beast Academy, as measured by pre- and post-participation surveys.			

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

Enter Strategy Name and #: 2.3 One Week Summer STEAM Enrichment Program for Middle School Students

Choose the type of Strategy:

- ☒ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.
- ☐ Option 2: Family engagement initiatives to increase student achievement.
- ☐ Option 3: Professional development opportunities focused on academic achievement of all students.
- ☐ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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

- ☒ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Option 2: Provides school enrollment choices.
- ☒ Option 3: Increases cultural fluency, competency, and interaction.
- ☐ Option 4: Increases graduation rates.
- ☐ Option 5: Increases access to effective and diverse teachers.

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

Add narrative.

As part of Owatonna Public Schools' ongoing commitment to advancing educational equity and fostering integrated learning environments, the district will collaborate with its Equity and Integration team and the Cross-District Collaborative to offer a Summer STEAM Sampler Camp for students in grades 6-8 during the summers of 2026, 2027, and 2028. This camp is designed to provide an immersive and integrative experience in Science, Technology, Engineering, Arts, and Mathematics (STEAM), intentionally structured to increase access, interaction, and collaboration among students from diverse racial, cultural, and economic backgrounds. The camp will also align with the goals of the Achievement and Integration Grant by promoting equitable access to high-quality learning opportunities and fostering cultural competency.

The camp will intentionally implement **differentiated instruction** to ensure that STEAM content is accessible to all learners, regardless of background or ability. Instruction will be facilitated by educators trained in equitable teaching practices. The curriculum will be designed to incorporate inclusive practices that address and celebrate learning differences, making the content accessible to students who may have been traditionally underrepresented in advanced STEAM learning opportunities.

A core focus of the STEAM Summer Camp will be to intentionally increase **cultural fluency and cross-cultural interaction** among participants. The camp will bring together students from **adjoining districts** through the Cross-District Collaborative, creating opportunities for students from different racial, cultural, and economic backgrounds to collaborate and learn alongside one another. This diverse learning environment will emphasize the contributions of **historically underrepresented individuals in STEAM fields**, helping students to understand the critical role that diverse perspectives play in advancing innovation and discovery. By increasing cross-cultural interaction and visibility of diverse contributions in STEAM, the camp will work to **reduce racial and economic isolation** while promoting an environment where all students feel a sense of belonging and potential in the STEAM fields.

The STEAM Summer Camp will prioritize participation for students from historically underrepresented backgrounds, including **students of color, low-income students, and students from under-resourced schools**. While the camp will remain open to all students, targeted outreach and recruitment efforts will intentionally focus on **students from protected or underserved populations** to ensure that those who have traditionally faced barriers to advanced learning opportunities in STEAM have meaningful access to this enrichment experience.

Enter location of services: Owatonna Middle School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Increase the percentage of students from protected or underserved populations participating in the Summer STEAM Camp by 2.5% each year.	2025 Data +2.5%	2026 Data +2.5%	2027 Data + 2.5%
Participants in the Summer STEAM Sampler Camp will report increased confidence in collaborating with peers from diverse backgrounds and a greater understanding of the contributions of underrepresented individuals in STEAM fields, as measured by pre- and post-camp surveys.	Establish baseline	+5%	+5%

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

Enter Strategy Name and #: 1.2 Strategic Community Outreach with Success Coaches (this strategy will also supports Goal 2)

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

Enter SMART Goal #3: By 2028, OPS will increase the percentage of FRPL students with access to educators trained in the effective implementation of the Science of Reading and effective interventions from 80% in 2026 to 95%, as tracked through district staffing and professional learning records, with student impact monitored through FastBridge eReading and aReading spring results and semester-to-semester growth on Capti assessments.

Choose a WBWF/CACR goal area:

☐ All children are ready for school.

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

☐ All students are ready for career and college.

☐ All students graduate from high school.

Choose the type of Goal:

___ Achievement Disparity

___ Integration

☒ Teacher Equity

Strategies

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

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

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

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

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

Enter Strategy Name and #: 3.1 Science of Reading professional development coupled with professional development around new, state-approved knowledge-based curriculum.

Choose the type of Strategy:

___ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

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

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

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

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

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

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

___ Option 2: Provides school enrollment choices.

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

___ Option 4: Increases graduation rates.

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

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

Narrative: We will be offering professional development through added Professional Development days, paid summer PD, PLCs, and staff meetings around effective implementation of the Science of Reading, particularly as it aligns to a new state-approved resource we will be purchasing for next year. The PD will be to ensure we are using structured literacy to meet the needs of each of our emerging readers. We have added two full days of PD during the school year, one PD day before school starts, and have worked in common planning time weekly for teams to plan effective and targeted instruction.

Enter location of services: _____

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Decrease the overall percentage of FRPL students in the some/high risk category of FastBridge eReading and aReading by 2.5% each year based upon Spring testing. (Baseline data of 53.8% in Spring 2024)	KIP 2026 48.8%	KIP 2027 46.3%	KIP 2028 43.8%
Decrease the overall percentage of FRPL students in the weak or low average ranges by 2.5% on the Capti Composite score for students receiving a reading intervention based upon beginning-of-semester Capti testing vs. end-of-semester Capti testing.	X	-2.5% from baseline data	-2.5% from the baseline data

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

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

Strategy Name and #: 1.2 Strategic Community Outreach with Success Coaches

Narrative: Our success coaches play a pivotal role in supporting our students in the classroom. Our success coaches will be trained next year in the support staff portion of the READ Act, helping them better support students in the classroom on either a 1:1 basis or in a small group setting.

Creating Efficiencies and Eliminating Duplicative Programs

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

This plan will help us focus our efforts on protected class students, focusing our efforts on students who qualify for free or reduced price lunch, closing gaps through asset based programming and professional development that will help staff directly impact students from every level and program in our organization. District leadership will work to coordinate these efforts and adopt strict strategic delimiters to keep us from duplicating programming. Many of these strategies align fully with our strategic plan.