Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: **0750 ROCORI Public Schools**
District Integration Status: Adjoining District (A)
Superintendent: Kevin Enerson
Phone: 320-685-4185
Email: enersonk@rocori.k12.mn.us

Plan submitted by: Amy Notch
Title: Director of Teaching and Learning
Phone: 320-685-4185, x 4342
Email: notcha@rocori.k12.mn.us

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.

- 0742-St. Cloud Public Schools (Racially Isolated District)
- 0876-Annandale Public Schools (Adjoining District)
- 0051-Foley Public Schools (Adjoining School District)
- 0726-Becker Public Schools (Adjoining School District)
- 0738-Holdingford Public Schools (Adjoining School District)
- 0047-Sauk Rapids/Rice Public Schools (Adjoining School District)
- 0727-Big Lake Public Schools (Adjoining School District)
- 0739-Kimball Public Schools (Adjoining School District)
- 0882-Monticello Public Schools (Adjoining School District)

Provide the name of your integration collaborative if you have one: **Multi-District Collaboration Council (MDCC)**

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: Kevin Enerson
Signature: Date Signed: Enter date.

School Board Chair: Robin Vettleson
Signature: Date Signed: Enter date.

Plan Input

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

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

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

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the Achievement and Integration Plan Guide.

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

MDCC

District	Main Contact	Title	Email Address
St Cloud	Ayan Omar	Dir. of Equity Services	ayan.omar@isd742.org
St. Cloud	Tiffany Daniels	Family Access and Community Liaison	tiffany.daniels@isd742.org
Annandale	Victoria Beckman	Equity Specialist	vbeckman@isd876.org
Becker	Carla Nolan	Executive Director of Curriculum and Instruction	cnolan@isd726.org
Foley	Richard McMorrow	Coordinator of Achievement and Integration	rmcmorrow@apps.isd51.org
Holdingford	Tom Cooper	Principal	tom.cooper@isd738.org
Monticello	Laura Steabner	Director of Teaching and Learning	laura.steabner@monticello.k12.mn.us
Rocori	Amy Notch	District American Indian Education Contact	notcha@rocori.k12.mn.us

Sauk Rapids-Rice	Jenny Bushman	Academic Achievement & Support Services	jenny.bushman@isd47.org
Big Lake	Minda Anderson	Assistant Superintendent of Teaching & Learning	m.anderson@biglakeschools.org
Kimball	Joel Timmerman	Elementary Principal	joel.timmerman@kimball.k12.mn.us

Multidistrict Collaboration Council: Representative members of the nine school districts meet two to three times per year in a virtual meeting to discuss progress of current goals and opportunities for improvement as well as further collaboration and connection. We share goals, collaborate on inter-district opportunities, and support each other in the measurement of our goals.

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

For Hispanic or Latino students and for students who receive free or reduced price meals in grades 4-11, the percentage of students meeting the "high average" and "strong" benchmark performance thresholds in Capti ReadBasix will increase by 5 percent in the last testing window of each school year over the percentage meeting those thresholds in the fall testing window.

Goal type: Achievement Disparity

Strategy: Mentoring and Supporting K-12 Student and Families through Cultural Liaisons

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

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. 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.

Cultural liaisons will provide instructional and family engagement support to ROCORI students. Liaisons work directly with students and families to support academic success, family communication and connection, and mentoring opportunities. Liaisons provide interpreting, translating, home visits, school event guidance/support, and connection events.

Under the direction of building principals, the cultural liaisons will provide translating and interpreting services to support the district Language Access Plan, work collaboratively with administrators, teachers, and families to bridge communication and cultural understanding, and assist in home visits and other district outreach/connection efforts.

The impact of cultural liaison work will be measured through family survey data where data are available and reportable.

Location of services: Districtwide

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**
For Hispanic or Latino students in grades 4-11, the percentage of students meeting the "high average" and "strong" benchmark performance thresholds in Capti ReadBasix will increase by 5 percent in the last testing window of each school year over the percentage meeting those thresholds in the fall testing window.	Fall 2026 Baseline+5%	Fall 2027 Baseline +5%	Fall 2028 Baseline +5%
For students who receive free and reduced priced meals in grades 4-11, the percentage of students meeting the "high average" and "strong" benchmark performance thresholds in Capti ReadBasix will increase by 5 percent in the last testing window of each school year over the percentage meeting those thresholds in the fall testing window.	Fall 2026 Baseline+5%	Fall 2027 Baseline +5%	Fall 2028 Baseline +5%
Achieve a consistent daily attendance percentage of 90% or above for students at each building disaggregated by ethnicity for groups having 10 students or more within the building.	88%	+2% on 2027 count	+2% on 2028 Count

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

Strategy #2: After School Tutoring

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. 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.

ROCORI Public School will develop and offer an after-school tutoring and homework help program to students who are struggling with academics in grades 6-12. The program will be staffed by teachers and trained peer assistants who will work one-on-one with students who receive a teacher referral for the support.

The director of teaching and learning will coordinate with the assistant principals in the middle and high school settings to develop the tutoring program. Services will likely occur for an hour to ninety minutes after school for four days per week. A monthly review of attendance will inform the need for adding additional staff or hours for the program. The service will be open to all students; to increase awareness and opportunity for students who are struggling in academic classes, teachers will be directed to share information about the support with students who are receiving grades below a C in their courses.

Location of services: ROCORI 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**
For Hispanic or Latino students in grades 6-11, the percentage of students meeting the "high average" and "strong" benchmark performance thresholds in Capti ReadBasix will increase by 5 percent in the last testing window of each school year over the percentage meeting those thresholds in the fall testing window.	Fall 2026 Baseline+5%	Fall 2027 Baseline +5%	Fall 2028 Baseline +5%
For students who receive free and reduced priced meals in grades 6-11, the percentage of students meeting the "high average" and "strong" benchmark performance thresholds in Capti ReadBasix will increase by 5 percent in the last testing window of each school year over the percentage meeting those thresholds in the fall testing window.	Fall 2026 Baseline+5%	Fall 2027 Baseline +5%	Fall 2028 Baseline +5%

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

Goal #2

In order to increase students' access to effective educators, teachers will receive job embedded professional development that is directly related to the Optimal Learning

Environment and instructional goals in the teachers' Professional Growth Plan for QCOMP. By June of 2029, 95% of teachers will score as Growing or Thriving on Standard 2: Learning Differences and Standard 3: Learner Environment of the ROCORI InTASC Evaluation.

Goal type: Teacher Equity

Strategy: Instructional Coaches

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

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.

Instructional coaches will provide targeted and timely professional development over the next three years to guide and expand teacher understanding and application of culturally responsive methodologies within an Optimal Learning Environment. This professional development will occur during staff meetings, coaching visits, and mentorship meetings.

The goal addresses disparities in student access to effective instructional practices by increasing access to teacher who demonstrate proficiency in Learning Differences and Learner Environment. The district will monitor teacher effectiveness ratings across buildings and review results alongside student demographic and achievement data, including Hispanic or Latino students and students receiving free or reduced-price meals where data are available and reportable. Coaching, mentoring, and professional development supports are intended to increase consistent access to effective instruction across the district.

Location of services: Districtwide

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
By June of 2029, 95% of teachers will score as Growing or Thriving on Standard 2: Learning Differences and Standard 3: Learner Environment of the ROCORI InTASC Evaluation.	75%	85%	95%
The district will provide three professional development opportunities per building focused on the Optimal Learning Environment.	3 per building	3 per building	3 per building

Strategy: Mentoring and Induction Partnership: Optimal Learning Environment from the New Teacher Center

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

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.

ROCORI Public Schools has partnered with Resource Training and Solutions on Mentorship and Induction. Using our Spartan Network mentorship plan alongside the resources from the New Teacher Center's Foundation Institute for Coaching and the Optimal Learning Environment, ROCORI Public Schools will provide

non-evaluative coaching support to all new teachers. Additionally, the district will use instructional coaches and peer mentors along with administrator walk throughs to provide feedback on elements of the Optimal Learning Environment (OLE) that are explore through micro professional development sessions.

Location of services: Districtwide

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 instructors who receive feedback based on the OLE through coaching and peer observations by five people each year.	Establish baseline of new teachers plus five	Add five more teachers who receive feedback through an OLE opportunity	Add five more teachers who receive feedback through an OLE opportunity

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

Goal #3

The number of students engaged in ROCORI Public Schools cross-district multicultural learning opportunities will increase by 10 students each year.

Goal type: Integration

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.

ROCORI elementary schools will participate in cross district collaborative experiences with St. Cloud schools. This will include One District, One Book, an initiative to foster literacy efforts outside of School. Additionally, 5th grade students will attend a Kindness Retreat with students from other area schools to develop interpersonal skills while interacting with students from backgrounds that are different than their own. During MDCC meetings, ROCORI Schools will look for additional collaborative experiences at other grade levels.

At the secondary level, ROCORI will participate in Creating Common Ground and other MDCC cross district collaborative opportunities designed for students in grades 6-12.

MDCC, the cross-district collaboration group, meets 2-3 time per years as guided by St. Cloud's leadership. Agenda items include review of plans, opportunities for collaboration between school districts to advance the integration goals of participating schools and brainstorming of additional ways to connect students from surrounding district to students who attend ISD 742. MDCC discussion informed ROCORI's continued participation in Creating Common Ground and the elementary cross-district experiences with St. Cloud; ongoing exploration of cross-district opportunities will be a continuing agenda item for the MDCC.

The district will review participation in cross-district multicultural learning opportunities by race/ethnicity, free or reduced-price meal status, and grade level where data are available and reportable, to evaluate whether activities are increasing racially and economically integrated student experiences.

Location of services: Host sites across the collaborative along with possible virtual opportunities.

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 number of ROCORI members attending Common Ground will increase by 2 students each year.	Baseline	+2 students	+2 students
By 2028-2029, ROCORI will have partnerships and cross district collaboration at six or more grade levels	4 grade levels	5 grade levels	6 grade levels

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)). Our district's Achievement and Integration plan allows us to create efficiencies by connecting Achievement and Integration goals and strategies with our district's strategic plan, the Comprehensive Achievement and Civic Readiness plan, building goals, QCOMP goals, and ADSIS goals. Aligning focal points across these plans enables our district to continue the work of raising student achievement and promoting an inclusive and accepting environments for all students and their families. Collaborating with other districts allows us to provide opportunities and create relationships and experiences that we would not be able to extend if we did this work withing the walls of our district system.

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 **R**acially **I**dentifiable **S**chools **(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.
- ☐ 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. 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
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.	*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.