

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 13 Columbia Heights PS

District Integration Status: Racially Isolated District
(RI)

Superintendent: Zena Stenvik

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Plan submitted by: Bondo Nyembwe

Title: Assistant Superintendent

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Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. **ISD 282 SANB A** - Adjoining
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: Zena Stenvik

Signature:

Date Signed: 3/10/2026

School Board Chair: Mary Granlund

Signature:

Date Signed: 3/10/2026

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](#), and page 4 of [Tribal Consultation Guidance](#).

Multidistrict Collaboration Council

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Name	Position/Role
Zena Stenvik	Superintendent	Azael Ochoa Sr.	Parent AIPAC member
Bondo Nyembwe	Assistant Superintendent	Angel Ochoa Jr.	Student AIPAC member
Tara Thukral	Director of T & L	Aalyah Ochoa	Student AIPAC member
Rene Corneille	Superintendent	Elena Woelfle	AIPAC chair
Laura Guerrero	SANB TOSA	Decoteau Woelfle	Student AIPAC member
Matt Menier	SANB	Yolanda Door-Slowey	CHPS Am Indian Specialist
Amy Kujawski	SANB principal	Adrian Booth	Student AIPAC member
Leslie Sherk	CA principal	Kadence Hansen	Student AIPAC member
Emily Gartner	T&L Coordinator	Patrick Shipway	Personalized Learning S
Karissa Ouren	Early Childhood Coord.	Kristen Stuenkel	Director of Communication
Megan Endresen	Special Education Coord.	Angela College	Equity Coordinator
Sarah Godfrey	Special Education Dir.	Jamie Layton	MTSS Coordinator
Sarah Baumann	EL coordinator	Danielle Berg	Instructional coach

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.

Columbia Heights Public Schools partners with St. Anthony New Brighton (SANB) for programming through the incentive aid. The two school districts communicate throughout the school year. Six meetings will held to review progress, brainstorm new ideas and discuss goals and programming for the new plan. The team unanimously agreed to continue the work to ensure progress continues to me made and sustained.

Additionally, the Comprehensive Achievement and Civic Readiness (CACR) Committee reviewed past Achievement and Integration plan and programs, and provided lots of input for the 2027-29 plan. Recommendations included to maintain current programming, ensuring that staff members who are hired later have access to PD they missed, aligning district wide equity leadership team goals, clarify the role of equity teams at each school, add a EL teacher for the summer seminar and continue to recruit students beyond the AVID program for Summer Seminar.

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: To reduce academic achievement disparities, we will increase access to college and career readiness coursework by raising Hispanic student participation from 55 percent to 70 percent by 2029.

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 # 1 Advancement Via Individual Determination (AVID)

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

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

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

Narrative description of this strategy.

AVID: Students from low-income families traditionally have not had equitable access to college or other postsecondary opportunities. The mission of Columbia Heights Public Schools is to create worlds of opportunity for each and every learner. This includes providing career and college readiness programs to students. One avenue for fulfilling the district mission is through the Advancement Via Individual Determination (AVID) program. AVID begins in elementary school, teaching students from an early age, college and career skills such as organization, higher level thinking skills and notetaking. Students in grades 6-12 are supported with AVID in two ways. First, all teachers are trained to implement school-wide, research based AVID strategies focused on WICOR: Writing, Inquiry, Collaboration, Organization and Reading. All students also learn about college options, application process, finances, and more. In addition to the schoolwide AVID practices, secondary level students have the opportunity to apply to be a member of an AVID cohort class. The AVID class utilizes the national curriculum and standards. During the class, local college students tutor the AVID students using a specific AVID protocol. Student selection criteria includes, students who are in the academic middle, who may be typically underrepresented in higher education or who may have identified barriers in life such as poverty. An AVID teacher at each secondary school, supports AVID students in navigating how to be successful in rigorous classes. The AVID teacher's role is to confer with students in the program, or who will enter the program, to ensure they are on the path of college and career readiness. Parent engagement is another component of the AVID program. The AVID teacher and a dean help students and families with finding scholarship opportunities and navigating the application process, including a tutorial on how to complete the FAFSA. The Columbia Heights 2025 AVID 12th graders applied for \$2,125,120 in scholarships. That is from

about 251 applications. Running an effective AVID program requires annual program fees, professional development, staff salary and expenditures for students to visit a college fair or campus.

Location of services: K-12 schools

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
Percent of AVID Hispanic students in grade 9-12 enrolled in advanced courses will remain the same from 75% to 85%	75%	82%	85%
Percent of AVID 8th grade Middle School students enrolling in 9th grade will increase each year from 90% to 95%, disaggregated by race/ethnicity and FRPL.	90%	93%	95%

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

Strategy Name and #2: Dreamline Mentoring program/Academic tutoring

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

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

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

Narrative description of this strategy.

Dreamline, is an academic intervention program serving low-income, under-performing students in public middle schools and high schools. Dreamline “coaches” partner with students in public schools located throughout Minneapolis, St. Paul, St. Cloud and Rochester to provide services on-site to students identified as most in need of intervention, whose teachers and administrators have identified as failing or near failing, and whose academic futures are in the greatest jeopardy. Dreamline’s goal is to partner with these students to increase their academic performance, improve school connectedness, and to develop leadership and relationship skills in order to become positive contributors to their school and community.

Dreamline mentors strive to address the achievement gap in schools. Due to the large achievement gap in Minnesota, as well as barriers to opportunity, Dreamline focuses its support on diverse urban and immigrant youth populations. The overwhelming majority of youth Dreamline serves come from communities of color, and speak numerous languages represented in Columbia Heights Public Schools

Dreamline partners with school and work onsite with students. This strategy has proven to capitalize on two success measures. Dreamline provide mentors that are trained to speak educator’s vernacular and include cultural competence training. Dreamline mentors are housed in each school and become members of staff and performs and adhere to all the school expectations. This includes attending meetings, participating in professional development and supporting students. Dreamline mentors work includes advocacy for students, communication with parent and teachers and providing intervention and support to students of color and other underserved students identified as low-performing and in need of academic intervention. Mentors advocacy allows them to work with other school staff to provide social and emotional support whenever needed.

Dreamline mentors utilizes a holistic approach to advance academic achievement. They not only support students to engage in academic achievement activities in school. They work with students to introduce them to after school activities and become fully immerse in the school culture and climate. The core concepts the mentors focus on are

- Culturally competent prosocial intentional relationship building
- Full-day in school academic support
- Culturally relevant afterschool enrichment participation

Ultimately, Dreamline outcomes are to improve academic achievement of students, increase participation in after school programs, augment student's agency so that student can be self-sufficient and continue to perform well in school and be ready for post-secondary options.

Location of services: Columbia Academy

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
Percent of underrepresented students participating in the Dreamline program will improve academic from 50% to 70%, disaggregated by race/ethnicity and FRPL.	50%	60%	70%
Percent of underrepresented students in the Dreamline program will increase participation in the after-school program activities from 30% to 60%, disaggregated by race/ethnicity and FRPL.	40%	45%	50%

Strategy Name and # 3: Family Engagement

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

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 graduation rates. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Increases access to effective and diverse teachers. | |

Narrative description of this strategy.

Family Engagement. Home School Liaisons play an integral role in supporting diverse students and families. Their duties include, but are not limited to; welcoming families to schools and the district, provides support for registration, access to services, parent education following the Parent Institute for Quality Education (PIQE) model, bilingual support and being a conduit between school and home for non-native English-speaking families. The Home School Liaisons foster parent engagement in providing multiple opportunities for new families to acclimate to the school district and the schools where their children attend. The Home School Liaisons also support to families through check-ins with students and contact with parents at our elementary, middle and high schools. All of the Home School Liaisons host and facilitate family workshops and events at their schools and monthly onboarding sessions at the district.

Since 2022 the Home School Liaisons organize a Community Resource Fair for families. More than 450 people attend each year to learn about resources available to them in the community, school so that they can better support their

children academically. In 2023 the Home School Liaisons organized a College & Career Fair; which has become an annual signature event for families and students to come, visit with colleges and universities to become informed about postsecondary options for their children. Representatives from two-year colleges, universities and trade schools attend the College and Career Fair to engage with our families.

Academic support is essential to ensuring all students have equitable access to learning and the opportunity to meet grade-level expectations. Targeted academic support helps address learning gaps, reinforces core skills, and builds student confidence and engagement. Through individualized and small-group instruction, students receive timely interventions that support academic growth, improve classroom performance, and promote long-term success. In addition, Home School Liaisons provide small group academic support that strengthens foundational skills, reinforces classroom instruction, and fosters positive relationships between students, families, and schools. This support helps remove barriers to learning and promotes consistent academic progress.

Family engagement programming is overseen by the Assistant Superintendent to support congruent programs across schools. Home School Liaisons meet monthly to discuss progress and brainstorm ideas to further engage families in schools.

Location of services: K-12 Schools

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
Percent of families new to the district attending annual Community Resource Fair will increase from 80% to 90%, disaggregated by race/ethnicity and FRPL.	80%	85%	92%
Percent of families attending College & Career Fair will increase from 75% to 85%, disaggregated by race/ethnicity and FRPL.	75%	80%	85%
Percent of families sense of connected and engagement at their school will increase from 74% to 85%, disaggregated by race/ethnicity and FRPL.	74%	81%	86%

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

Strategy Name and # 4: Developing Youth Leaders

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

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

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

☐ Increases graduation rates.

☐ Increases access to effective and diverse teachers.

Narrative description of this strategy.

Developing Youth Leaders: Students will be identified to participate in the Developing Youth Leaders program based on demonstrated need including, but not limited to: lack of social skills, self-confidence, difficulty in collaborating, some struggle to engage in class time. During the leadership development program, students will learn about growth mindsets, social skills, team building, leadership skills, and apply learning through hands on projects. Group sessions will include guest speakers who serve as positive role models culturally/ racially and within the community. A minimum of 4 interactive workshops will be held.

Students participating in the developing Youth Leaders will strive to gain new skills and meet the program objectives. Students will

1. Increase students' understanding of the concept of leadership and how the concept is culturally based.
2. Increase students' understanding of and appreciation for cultural diversity
3. Assist participants in developing specific skills needed for effective leadership
4. Provide students with a process for examining pertinent issues facing their communities and knowledge of those issues.
5. Increase students' awareness of themselves and how they relate to others.
6. Provide opportunities for students to apply the knowledge, skills and understanding through meaningful services to the community.

Location of services: Columbia Heights High School and Columbia Academy

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
Percent of participating students reporting increased feeling of engagement in school on climate survey will increase from 75% to 85%, disaggregated by race/ethnicity and FRPL.	75%	80%	85%
Percent of participating students in at least one community service project will increase from 20% to 50%, disaggregated by race/ethnicity and FRPL.	20%	35%	50%
Percent of participating students reporting gains in leadership skills will increase from 60% to 80%, disaggregated by race/ethnicity and FRPL.	60%	70%	80%

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

Goal #2: CHPS will strive to have 100% of students, especially students of color and students from economically disadvantaged households, have access to teachers trained in culturally relevant and effective instruction for three consecutive years (2027–2029).

Goal type: 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.

Strategy Name and # 5 Cultural Relevant Professional Development

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Columbia Heights Public Schools continues to work toward reducing disproportionality among racial and ethnic groups of students when it comes to academic success and social/economic learning. Ongoing, meaningful, and relevant professional development provides staff with the knowledge and practice to reach this goal. Professional development activities will be delivered using a variety of platforms, including keynote speakers, learning communities, online, on and off campus, or through a vendor, including but not limited to independent contractors, U of MN Urban Leadership Academy, or the MDE Equity Center. The district's Equity Leadership team will organize, facilitate, and monitor equity professional development both on campus and through coordination with other districts. The district's Equity Leadership Team will organize, facilitate, and monitor equity-focused professional development both on campus and through coordination with other districts (St. Anthony New Brighton). Furthermore, the district will systematically monitor the implementation of culturally relevant and effective instructional practices through classroom walkthrough observations using a common rubric designed to assess student experiences of instructional equity. In addition, as part of district efforts to recruit and retain diverse staff and our mission where all belong, and all succeed, the Human Resources Department will partner with the Office of Teaching and Learning to braid funding in order to offer specific support for diverse staff. Columbia Heights staff will be better equipped to approach students through a culturally relevant lens, and to support resident and open-enrolled students through navigating intercultural experiences, social-emotional well-being, and along their academic pathway.

Schools will develop equity teams to continue the proliferation of support within each school. The equity teams from each school will develop goals to increase the competence and cultural knowledge to work with and serve students from

diverse backgrounds. After attending the district monthly Equity Leadership team meeting, each school's representatives will report back to augment the knowledge of other staff during monthly staff meeting. Teaching others what they learned, will continue to provide opportunities for staff to grow, reflect and meet the district Equity Leadership Team goal.

Location of services: CHPS District campuses and within the Twin Cities area

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 percent of licensed staff participating in specialized, culturally relevant and Effective Instruction Professional Development cohort will be maintained at 100% for three years.	100%	100%	100%
Percent of classrooms demonstrating culturally relevant instructional practices as measured through classroom walkthrough observations.	Baseline	50%	60%

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

Strategy Name and # 6 College and Career Readiness Professional Development

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

College and Career Readiness Professional Development

Columbia Heights Public Schools is committed to implementing high-quality programs that support traditionally underserved students. To achieve this, teachers and staff will receive ongoing, targeted professional development that strengthens their capacity to improve academic outcomes and reduce predictable disparities based on race, ethnicity, and socioeconomic status. Professional learning will be embedded within, and directly connected to, evidence-based training programs such as AVID and the Modern Classroom Project, as well as additional culturally relevant offerings provided by external organizations with expertise in closing achievement gaps. The district will systematically monitor implementation through classroom walkthroughs using a common rubric designed to assess the use of college and career readiness strategies and culturally sustaining instructional practices.

Educators participating in the Modern Classroom Project, AVID, and other culturally relevant professional development are expected to integrate culturally sustaining instructional approaches into their daily practice. The Modern Classroom model replaces traditional lectures with teacher-created instructional videos, eliminates one-size-fits-all pacing, and emphasizes mastery-based learning. Teachers support students by providing flexible structures, monitoring progress through consistent tracking systems, and ensuring that all learners are held to high expectations while receiving individualized support.

Students benefit from this model by developing agency and strong self-management skills. They learn at their own pace

while being appropriately challenged, advance only when they demonstrate readiness, and have continuous access to teacher guidance. These instructional shifts create more equitable learning environments by honoring diverse learning needs and ensuring that all students receive the time, support, and resources necessary to succeed.

The overarching goal of these efforts is to increase students’ access, particularly students of color and students from economically disadvantaged households, to educators who are trained in, and consistently apply, culturally relevant and academically rigorous instructional practices. Columbia Heights Public Schools will sustain implementation of the Modern Classroom Project, monitor student progress, and celebrate its impact using evidence of student performance and teacher efficacy.

Location of services: CHPS District campuses, and within the Twin Cities area

Key Indicators

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

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

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
Percent of licensed staff participating in specialized College and Career Readiness Professional Development will increase each year	75%	80%	85%
Percent of students, disaggregated by race, ethnicity, and FRPL status, who are taught by teachers trained in CCR and culturally relevant instructional practices.	75%	80%	85%
Percent of students, overall and disaggregated, meeting mastery benchmarks within the Modern Classroom Project model.	60%	65%	70%

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

Goal #3: Columbia Heights Public Schools and St. Anthony–New Brighton Public Schools will increase and sustain racial and economic student participation in integrated learning environments by maintaining an average of at least 30 students from each district engaged annually, as measured by participation in summer seminars, journal writing activities, and classroom partnership experiences.

Goal type: Integration

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 # 7 Summer Seminar Writing

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 cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Summer Seminar Writing is a collaborative program between Columbia Heights and St. Anthony New Brighton Public Schools. During Summer Seminar teachers and students entering 9th grade from both districts come together for an intensive summer writing course with the overarching themes of self-identity, community, equity and integration. The enrollment reflects the diverse student populations of both districts. Each week students participate in a field experience that correlates to the themes taught in the course, and then write about their experiences. In addition to the academic subject of writing, teachers utilize social skill development strategies to provide Summer Seminar students an increased understanding of students from racial backgrounds that are different from their own. The course culminates with students presenting their final composition to parents and other invited guests.

Location of services: Columbia Heights Public Schools

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
Percent of participants feel more prepared for high school. (average of a 1-5 pt. Likert Scale via google form created by SANB and CH), disaggregated by race/ethnicity and FRPL.	2	3	4
Students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (average of a 1-5 pt. Likert Scale via google form created by SANB and CH), disaggregated by race/ethnicity and FRPL.	2	3	4
Increase the number of students participating in program, disaggregated by race/ethnicity and FRPL.	15	20	25

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

Strategy Name and # 8: Summer Seminar Mathematics

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 AVID Summer Bridge Algebra Readiness Program is a collaboration between Columbia Heights and St. Anthony New Brighton Public Schools. The enrollment reflects the diverse student populations of both districts. The program is designed to strengthen math skills for students entering 9th grade. The course will be integrated with students from both districts and co-taught by a teacher from each district. Students will learn in an interactive educational setting, where a wide variety of skills lead to higher levels of mathematical thinking such as: coding, video game design, rocketry/aerodynamics, and physics. In addition to the academic subject of mathematics, teachers utilize social skill development strategies to provide Summer Seminar Math students an increased understanding of students from racial backgrounds that are different from their own.

Location of services: Columbia Heights Public Schools

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.	Target 2027	Target 2028	Target 2029
Percent of participants feel more prepared for high school. (average of a 1-5 pt. Likert Scale via google form created by SANB and CH), disaggregated by race/ethnicity and FRPL.	3	4	4
Students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (average of a 1-5 pt. Likert Scale via google form created by SANB and CH), disaggregated by race/ethnicity and FRPL.	3	4	4
Increase the number of students participating in program, disaggregated by race/ethnicity and FRPL.	15	20	25

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

Strategy Name and # 9: Journal writing classroom partnership

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 cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Journal writing is a classroom-based partnership designed to encourage middle school students in 7th and 8th grade to participate in a creative writing class. In the summer of their 8th grade, these students will be recruited to apply for the Summer Writing Seminar. The Journal writing class is a yearlong collaborative writing project involving students from St. Anthony–New Brighton and Columbia Academy Middle School. Enrollment will intentionally reflect the diversity of both districts to promote meaningful integration.

The Journal Writing class aims to strengthen writing skills for 7th- and 8th-grade students by engaging them in creative writing. It provides students with opportunities to express their thoughts through writing, drawing on personal experiences as well as themes and topics that are familiar to them.

Two teachers, one from each district will collaborate to design the structure, implementation process, and ongoing support for students participating in this classroom partnership with support from the school principal.

Location of services: Columbia Heights Public Schools and SANB

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.	Target 2027	Target 2028	Target 2029
Students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (1-5 pt. Likert Scale via Google Form created by SANB and	2	3	4

CH), disaggregated by race/ethnicity and FRPL.			
Increase the number of students participating in the program, disaggregated by race/ethnicity and FRPL.	10	20	30
Increase the number of times students will respond to/reflect on a partner's journal entry, disaggregated by race/ethnicity and FRPL.	4	5	6

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

Strategy Name and # 10: 8th grade capstone course

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 cultural fluency, competency, and interaction.
- ☐ Provides school enrollment choices.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy.

8th grade capstone course. In the 2022–2023 school year, SAMS created an 8th-grade capstone course focused on communication, public speaking, research, action learning, and sharing evidence--based- outcomes. Columbia Heights Public Schools began to explore the capstone presentation and course in order to implement a similar model at Columbia Academy.

The project has now progressed from the exploration phase to full implementation and is intended to become an ongoing partnership between Columbia Academy (CA) and St. Anthony Middle School (SAMS). Through this collaborative relationship, students from both schools will have opportunities to share learning experiences, exchange ideas, and engage in meaningful academic dialogue.

As part of the partnership, members of the Columbia Academy administrative team and selected students will attend the end-of-year SAMS capstone presentations, where SAMS students will showcase their research, findings, and project outcomes. Columbia Academy students will present their own action learning projects to local stakeholders and community members, while also inviting SANB students to participate in and attend these presentations. These reciprocal learning opportunities will foster student engagement, promote the racial and economic integration as well as exchange of innovative ideas, and strengthen the long-term collaboration between the two schools as they work together to expand authentic, project-based learning experiences.

Location of services: Columbia Heights Public Schools and SANB

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
Students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (1-5 pt. Likert Scale via google form created by SANB and CH)	2	3	4
The percentage of students demonstrating proficiency in the capstone course will increase by 10 percentage points each year as measured by the proficiency scales (SAMS)	50%	60%	70%
The percentage of students demonstrating proficiency in the capstone course will increase by 10 percentage points each year as measured by the proficiency scales (CH)	x	20%	30%
All students present their action learning research project to audiences from both school district and community.	50%	90%	95%

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)). **The plan will eliminate duplicative programs by streamlining course offerings, intervention services, and specialized instructional supports that are currently provided at multiple sites with low participation. This approach allows the district to direct resources toward higher-quality, more sustainable programs while ensuring equitable access for all students. As a result, staffing, transportation, technology, and instructional materials can be deployed more efficiently, generating cost savings and improving the consistency and quality of educational services throughout the district**

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).

Community Collaboration Council for Racially Identifiable School(s)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number

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.

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 cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ 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
<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)). The plan will eliminate duplicative programs by streamlining course offerings, intervention services, and specialized instructional supports that are currently provided at multiple sites with low participation. This approach allows the district to direct resources toward higher-quality, more sustainable programs while ensuring equitable access for all students. As a result, staffing, transportation, technology, and instructional materials can be deployed more efficiently, generating cost savings and improving the consistency and quality of educational services throughout the district