



Achievement and Integration Plan Form

July 1, 2025 to June 30, 2028

Submissions are due by March 15, 2025.

District ISD# and Name: ISD 318 Grand Rapids

Title of Person Submitting Report: Matt Grose

District Integration Status: Adjoining

Phone: 218-327-5700

Superintendent Name: Matt Grose

Email: mgrose@isd318.org

Superintendent Phone Number: 218-327-5700

Superintendent Email: mgrose@isd318.org

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.

- 1.
- 2.
- 3.
- 4.
- 5.

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. Deer River Public Schools- Racially Isolated

School Board Approval

- ____ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce 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 (enter name) Matt Grose

Signature: _____ Date Signed: _____

School Board Chair (enter name) Dave Cowan

School Board Chair Signature: _____

Date Signed: _____

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council 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).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee 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 in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#)

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.

Name	Position/Role	Email/Phone Number
Matt Grose	ISD 318 Superintendent	mgrose@isd318.org
Tanis Henderson	ISD 318 Anishinaabe Ed Director	thenderson@isd318.org
Jessica Bobrowski	ISD 318 Anishinaabe Ed Coordinator	jbobrowski@isd318.org
Andrew Forbort	GRHS Assistant Principal	aforbort@isd318.org
Pat Rendle	ISD 317 Superintendent	prendle@isd317.org
Ara Anderson	ISD 317 Principal	aanderson@isd317.org
Lael Storlie	ISD 317 DRHS Counselor	lstorlie@isd317.org
Jennifer Stefan	ISD 317 King Principal	jstefan@isd317.org
Rachel Herring	ISD 317 Anishinaabe Ed	rherring@isd317.org
Deanna Hron	ISD 317 Full Service	dhron@isd317.org

Multidistrict Collaboration Council Member Details

Community Collaboration Council

AIPAC Member Signature (if applicable): _____ Date Signed:

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

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)).

ISD 318's Achievement and Integration plan focuses on reducing barriers to student engagement, expanding culturally responsive learning opportunities, improving early literacy outcomes, and developing a pipeline of future educators. These goals are designed to reduce achievement disparities and increase meaningful interaction among students from diverse backgrounds.

Enter SMART Goal #1: ISD 318 will increase the percentage of students who receive educational benefits attending school 90% or more of the time by 6 percentage points from the Spring 2025 baseline by Spring 2028.

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

Strategy 1: Full Service Community Navigator

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)).

☒ 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.

ISD 318 will partner with ISD 317 to implement a Full Service Community Navigator position that works collaboratively with schools, families, and community partners to address barriers that impact student attendance, engagement, and academic success.

The Community Navigator will support students and families in accessing services related to housing stability, transportation, health care, and other social supports that influence students' ability to attend school regularly and succeed academically.

This position will collaborate with school staff, Anishinaabe Education, truancy prevention programs, and community organizations to strengthen relationships with families and connect students with resources that support consistent school participation.

Achievement & Integration Narrative: Bullseye for Schools

The district proposes the use of *Bullseye for Schools*, a walkthrough coaching and instructional practice platform, to advance the goals of Minnesota's Achievement & Integration (A&I) program. This investment supports equitable access to high-quality instruction, strengthens data-informed coaching, and improves academic outcomes for all students—particularly those from historically underserved populations.

Bullseye for Schools provides a consistent, district-wide system for conducting classroom walkthroughs, collecting instructional data, and delivering actionable feedback to educators. Through aligned observation tools and real-time data collection, district and building leaders will monitor the implementation of evidence-based instructional practices and ensure coherence across classrooms and schools.

This work directly supports A&I priorities in the following ways:

Equitable Access to High-Quality Instruction

The platform enables leaders to identify patterns and disparities in instructional practices across classrooms, grade levels, and student groups. This allows the district to target supports and ensure that all students—regardless of race, background, or school—experience rigorous, standards-aligned, and culturally responsive instruction.

Data-Informed Coaching and Professional Learning

Bullseye for Schools allows walkthrough data to be analyzed and disaggregated to inform coaching cycles, PLCs, and professional development. Instructional leaders will use this data to provide targeted, job-embedded coaching focused on high-impact strategies that accelerate learning and close achievement gaps.

System Coherence and Integration Across Schools

By establishing common instructional expectations and walkthrough protocols, the platform promotes consistency in teaching and learning across the district. This ensures that students have equitable learning experiences regardless of their school, supporting A&I goals related to integration and reducing disparities.

Continuous Improvement and Accountability

The platform supports ongoing progress monitoring and feedback loops, allowing leaders to evaluate instructional initiatives and make timely, data-driven decisions. This continuous improvement process strengthens the district's ability to address opportunity gaps and improve student outcomes.

Building Educator Capacity to Serve Diverse Learners

Through aligned feedback and coaching, educators will strengthen their ability to implement practices that support multilingual learners, students receiving special education services, and students from historically marginalized groups. This builds staff capacity to meet the diverse needs of all learners.

Measurable Outcomes

Implementation of Bullseye for Schools will result in increased frequency and consistency of classroom walkthroughs, with 100% of instructional staff receiving regular, standards-aligned feedback cycles. Walkthrough data will demonstrate increased use of targeted, evidence-based instructional practices across classrooms, as measured by district observation indicators. Over time, the district will monitor reductions in achievement gaps and improved student performance on local and state assessments, particularly among identified student groups.

Summary

The use of Bullseye for Schools is a strategic investment in instructional quality, equity, and continuous improvement. By leveraging this platform, the district will strengthen instructional practices, align systems across schools, and use data to provide targeted support—resulting in improved outcomes for students most impacted by achievement and opportunity gaps. This work is fully aligned with the intent and requirements of Minnesota's Achievement & Integration program.

Enter location of services: ISD 318 and 317

Strategy 2: Truancy Support

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)).

☒ 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.

ISD 318 will maintain Truancy support at Grand Rapids High School to support students experiencing chronic absenteeism.

The Truancy Coordinator will work with school administrators, counselors, and community partners to identify students with attendance concerns and collaborate with families to develop plans that improve school attendance and engagement.

This position will support early identification of attendance barriers and provide targeted interventions designed to increase consistent school participation and improve student outcomes.

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)

Key Indicator	2026 Target	2027 Target	2028 Target
% of students receiving educational benefits attending 90% or more of the time	+2% from baseline	+2%	+2%
Reduction in number of chronically absent students	-3% from baseline	-3%	-3%
Number of students receiving coordinated support services	20 students	30 students	40 students
Family engagement contacts made by Navigator/Truancy Coordinator	50	75	100

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

Enter SMART Goal #2:

ISD 318 will increase opportunities for students to participate in culturally responsive and cross-student learning experiences that promote understanding of Anishinaabe history, language, and culture by increasing the number of districtwide cultural learning opportunities from 5 experiences in the 2025 school year to 10 experiences by the 2028 school year.

These experiences will provide opportunities for students from different backgrounds to learn together and engage in culturally relevant educational activities.

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

Strategy 1: Cross-Student Cultural Learning Opportunities**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.

ISD 318 will provide opportunities for students to participate in culturally responsive learning experiences that highlight Anishinaabe history, language, and cultural traditions.

These opportunities may include events such as powwows, sugar bush experiences, round dances, art shows, storytelling events, and community service projects that allow students to learn from cultural educators and community members.

These experiences will be designed to engage all students, creating opportunities for cross-student interaction and shared learning that promotes cultural understanding and respect.

The Achievement and Integration Coordinator will collaborate with Anishinaabe Education staff, district educators, and community partners to plan and coordinate these opportunities. When possible, these cultural learning opportunities may also include collaborative activities with partner districts to promote interaction among students from multiple communities.

Enter location of services: ISD 318 schools; others when possible

Strategy 2: Cultural Learning Opportunities Integrated into Classroom Instruction

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

ISD 318 will collaborate with Anishinaabe Education staff and classroom teachers to integrate culturally responsive learning opportunities into classroom instruction.

These opportunities may include lessons, presentations, and classroom projects led by cultural educators, guest speakers, artists, or musicians who provide students with meaningful opportunities to learn about Anishinaabe culture and traditions.

Professional learning opportunities will also be provided to support teachers in integrating culturally relevant content and instructional practices into their classrooms.

These activities will support increased cultural awareness and engagement among all students while strengthening relationships between schools and the broader community.

Strategy 3: Student Engagement in Cultural Arts and Community Learning

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.

ISD 318 will provide opportunities for students to participate in cultural arts and community learning experiences connected to Anishinaabe culture.

Working in collaboration with Anishinaabe Education staff and district educators, students will participate in activities such as cultural arts programming, traditional music and dance experiences, storytelling, and community-based learning projects.

These activities will provide opportunities for students to learn about cultural traditions and history while engaging with peers in collaborative learning experiences that support cultural understanding and respect.

Enter location of services: ISD 318 schools

Key Indicators

Key Indicators of Progress (KIP)

Key Indicator	2026 Target	2027 Target	2028 Target
Number of cultural learning opportunities provided to students	7	9	10
Number of classrooms participating in cultural learning experiences	10	15	20
Number of students participating in cultural learning opportunities	+10%	+15%	+20%

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

Enter SMART Goal #3:

ISD 318 will increase the percentage of K–3 students who receive educational benefits meeting or exceeding grade-level literacy benchmarks, as measured by FastBridge reading assessments, by 6% from the Spring 2025 baseline by Spring 2028.

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

Strategy 1: Kindergarten transition program (KinderCamp)

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.

The transition program is developed by Kindergarten teachers and taught by licensed professionals through Community Education during a 4, half day, program in the summer prior to entering kindergarten. The program will provide incoming Kindergarten students with the opportunity to successfully transition to the elementary school experience. The focus of student attendance is for our

incoming kindergarten students with little to no preschool experience; however, we will allow attendance for any incoming kindergarten student.

The transition program will allow students to become familiar with the classroom routines and school setting. Students will have access to small and large group activities. The licensed professionals who teach the transition program and assess the students will meet with Kindergarten teachers prior to the start of the school year to share information and insights into the students.

The Achievement and Integration Coordinator will work with current Kindergarten teachers and administrators to successfully implement a kindergarten transition week into summer learning. The Achievement and Integration Coordinator will work with Community Education to correlate employment and registration as well as events during the week.

ISD 318 will continue to implement KinderCamp, a summer transition program designed to support incoming kindergarten students who have had limited preschool exposure or who may benefit from additional readiness support.

The program will be developed by kindergarten teachers and implemented through Community Education as a four half-day summer experience prior to the start of the school year. Students will participate in structured literacy and numeracy activities, small-group instruction, and social-emotional learning designed to build familiarity with school routines and expectations.

Licensed educators will assess students during the program and share information with kindergarten teachers prior to the start of the school year. The Achievement and Integration Coordinator will collaborate with Community Education and elementary administrators to support implementation and coordinate registration, staffing, and evaluation.

This strategy supports early literacy development, strengthens transitions into kindergarten, and increases access to early learning opportunities for students who may otherwise enter school with fewer readiness experiences.

Enter location of services: West Rapids Elementary, ISD 318; Bigfork Elementary School, ISD 318

Strategy 2: Provide opportunities for parent engagement to transition students into Kindergarten

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.

ISD 318 will provide family engagement opportunities designed to support successful transitions into kindergarten and strengthen family capacity to support early literacy development at home.

Families of incoming kindergarten students will participate in Kindergarten Round-Up events, where students and caregivers will meet teachers, tour their school, and participate in readiness activities. During these events, families will also connect with key district services including transportation, food services, Title programming, Ojibwe Education, and special education supports.

Students will receive Kindergarten Readiness kits that include books, school supplies, and literacy activities families can use at home prior to the start of the school year.

These activities strengthen family engagement, increase access to school resources, and support early literacy development for students entering kindergarten. This work will be implemented in collaboration with ISD 318's Anishinaabe Education program to ensure literacy instruction reflects culturally responsive practices and supports improved outcomes for American Indian students.

Enter location of services: Elementary Schools, ISD 318

Strategy 3: Culturally Responsive Literacy and Curriculum Review

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.

ISD 318 will collaborate with Anishinaabe Education staff, elementary teachers, and district instructional leaders, and members of the American Indian Parent Advisory Committee (AIPAC) to review and strengthen early literacy instruction through culturally responsive practices.

This work will include:

- reviewing literacy curriculum and classroom resources to ensure cultural relevance and appropriateness
- integrating Anishinaabe perspectives and texts into literacy instruction
- providing professional learning opportunities for teachers focused on culturally responsive practices
- supporting classroom implementation through collaboration with instructional leaders and cultural educators

These efforts will strengthen literacy engagement for all students while supporting improved outcomes for American Indian students and other historically underserved student groups.

Enter location of services: Elementary Schools, ISD 318

Strategy 4: Cross-district Elementary Integration Activities

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.

X 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.

ISD 318 will provide elementary students with opportunities to participate in collaborative learning experiences designed to increase cultural understanding, interaction, and academic engagement.

Whenever possible, these opportunities will include cross-district collaboration with Deer River Public Schools (ISD 317) through joint cultural learning experiences, literacy-focused projects, field trips, or student exchanges. When cross-district participation is not possible, ISD 318 will provide school-based or community-based integration experiences that bring students together through culturally relevant learning activities, guest speakers, or collaborative projects that promote cultural awareness and interaction.

These experiences may include literacy-related cultural activities, community-based learning opportunities, and partnerships with cultural educators or local organizations. Activities will be coordinated by the Achievement and Integration Coordinator in collaboration with district staff and community partners.

This strategy supports increased student interaction, strengthens cultural understanding, and provides engaging learning opportunities aligned with the goals of the Achievement and Integration program.

Enter location of services: ISD 318 Elementary Schools, partner districts when available, and off-site locations.

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)

Key Indicator	2026 Target	2027 Target	2028 Target
% of K-3 students receiving educational benefits meeting FastBridge literacy benchmarks	+2% from baseline	+2%	+2%
Percent of American Indian students meeting FastBridge early literacy benchmarks (K-3)	+3% from baseline	+3%	+3%
Participation in KinderCamp transition program	70 students	70 students	70 students
Percent of families participating in Kindergarten Round-Up	60%	62%	64%
Number of culturally responsive literacy learning opportunities provided to elementary classrooms	2	3	3
Number of cross-district integration activities with ISD 317	1	2	3

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

Enter SMART Goal #4:

ISD 318 will expand educator pathway opportunities for students and staff by increasing participation in educator career exploration, mentorship, and teacher preparation activities from 4 participants in the 2025 school year to 10 participants by the 2028 school year.

This work will strengthen the district's long-term educator pipeline and support the recruitment and retention of effective educators prepared to serve diverse student populations.

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

Strategy 1: Student Educator Pathway Program**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)).

- ☐ 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.

Using data from Xello and guidance from school counselors, students will participate in a structured pathway that may include:

- classroom observations
- assisting teachers with small group instruction
- designing and leading culturally relevant learning activities
- mentorship from current educators

- participation in education-related coursework and career exploration

The program will be implemented in collaboration with Anishinaabe Education staff and Student Advocates, allowing students to gain experience delivering culturally responsive learning activities.

Students will also have opportunities to explore postsecondary pathways through partnerships with Minnesota North College.

Enter location of services: Grand Rapids High School, Bigfork High School; ISD 318

Strategy 2: Teacher Pathway and Staff Development

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.

ISD 318 will support current staff and paraprofessionals interested in pursuing a teaching license through professional learning opportunities, mentorship, and partnerships with postsecondary institutions.

Supports may include:

- scholarships or tuition support for paraprofessionals pursuing teacher licensure
- mentorship programs pairing aspiring educators with experienced teachers
- professional learning opportunities focused on culturally responsive teaching practices
- partnerships with Minnesota North College and other institutions to create accessible educator preparation pathways

This strategy supports the district's efforts to increase the diversity of the educator workforce while strengthening culturally responsive instruction for all students.

Enter location of services: ISD 318

Strategy 3: Leadership Development for Educators

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.

ISD 318 will provide leadership development opportunities for educators to strengthen culturally responsive teaching and inclusive leadership practices.

Professional learning may include cohort-based training, mentorship, and collaboration focused on improving instructional practices and supporting student success.

These opportunities will support the development of future teacher leaders and administrators who are prepared to serve diverse student populations.

Enter location of services: ISD 318

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)

Key Indicator	2026 Target	2027 Target	2028 Target
Students participating in educator pathway experiences	6	7	8
Students participating in classroom mentorship or observation experiences	4	6	8
Staff participating in teacher preparation or licensure pathways	1	2	3
Educator career exploration opportunities offered to students	2	3	4

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)).

Achievement and Integration programming in ISD 318 is designed to complement and strengthen existing district initiatives rather than create separate or duplicative efforts. The district coordinates Achievement and Integration strategies with other programs, including Anishinaabe Education, Full Service Community Schools, and career pathway initiatives, to ensure that resources are aligned and support shared goals for student success.

Goal 1 – Student Engagement and Attendance

Achievement and Integration supports the district's efforts to improve student engagement and attendance by collaborating with the Full Service Community Schools program and community partners. The Community Navigator and Truancy Coordinator roles work alongside school administrators, counselors, and family support services to address barriers to attendance and connect families with resources. This coordinated approach ensures that students receive consistent support without duplicating existing district services.

Goal 2 – Cultural Integration and Learning Opportunities

Achievement and Integration collaborates closely with the district's Anishinaabe Education program to expand culturally responsive learning opportunities for all students. By coordinating cultural programming, classroom learning experiences, and community partnerships, Achievement and Integration funding helps extend the reach of Anishinaabe Education staff and supports learning experiences that engage students across the district while maintaining alignment with existing cultural education initiatives.

Goal 3 – Early Literacy and Student Readiness

Achievement and Integration supports the district's early literacy efforts by strengthening kindergarten transition programming and family engagement opportunities. These initiatives complement existing early childhood and elementary literacy programming by helping students and families successfully transition into school and by providing additional supports that improve early learning outcomes.

Goal 4 – Educator Pathway Development

Achievement and Integration collaborates with local colleges, district career pathway programs, and school staff to provide opportunities for students and staff interested in careers in education. These partnerships support the development of a future educator pipeline while aligning with existing district workforce development efforts and ensuring resources are used efficiently.

Through these coordinated efforts, Achievement and Integration funding strengthens existing district programs and expands opportunities for students without duplicating services.