Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: **ISD #51 Foley Public Schools**
District Integration Status: Adjoining District (A)
Superintendent: Daniel Posthumus
Phone: 320-968-8601
Email: dosthumus@apps.isd51.org
Plan submitted by: Daniel Posthumus
Title: Superintendent
Phone: 320-968-8601
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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. **St. Cloud** RI - Racially Isolated
2. **Becker** A - Adjoining
3. **Big Lake** A - Adjoining
4. **Holdingford** A - Adjoining
5. **ROCORRI** A - Adjoining
6. **Sauk Rapids/Rice** A - Adjoining
7. **Monticello** A - Adjoining
8. **Kimball** A - Adjoining
9. **Foley** A - Adjoining

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

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

X We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

X 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: Daniel Posthumus
Signature: Date Signed: 08/21/2026

School Board Chair: Pamela Vizenor
Signature: Date Signed: 08/21/2026

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

District	Main Contact	Title	Email Address	Superintendent	Superintendent Email
St Cloud	Ayan Omar	Dir. of Equity Services	ayan.omar@isd742.org	Laurie Putnam	laurie.putnam@isd742.org
St. Cloud	Tiffany Daniels	Family Access and Community Liaison	tiffany.daniels@isd742.org		
Annandale	Victoria Beckman	Equity Specialist	vbeckman@isd876.org		
Becker	Carla Nolan	Executive Director of Curriculum and Instruction	cnolan@isd726.org		

Foley	Tara Gann	Coordinator of Achievement and Integration	tgann@apps.isd51.org		
Holdingford	Tom Cooper	Principal	tom.cooper@isd738.org	Chris Swenson	chris.swenson@isd738.org
Monticello	Laura Steabner	Director of Teaching and Learning	laura.steabner@monticello.k12.mn.us		
Rocori	Amy Notch	District American Indian Education Contact	notcha@rocori.k12.mn.us		
Sauk Rapids-Rice	Jenny Bushman	Acad Achievement & Support Svc	jenny.bushman@isd47.org		
Big Lake	Minda Anderson	Assistant Superintendent of Teaching & Learning	m.anderson@biglakeschools.org	Tim Truebenbach	t.truebenbach@biglakeschools.org
Kimball	Joel Timmerman	Elementary Principal	joel.timmerman@kimball.k12.mn.us		

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.

On **January 23, 2026**, the Multidistrict Collaboration Council (MDCC) met virtually to review the district's 2026–2029 Achievement and Integration Plan, discuss current barriers affecting student engagement, and identify opportunities for cross-district collaboration. Council members recommended that the districts continue prioritizing strategies that promote student safety, belonging, and consistent attendance, The council also recommended strengthening cross-district collaboration by sharing effective attendance and family engagement practices and expanding participation in **Communicating Common Ground** as a regional integration strategy. Members supported the program's focus on student leadership, relationship building, and meaningful dialogue across diverse backgrounds, while also discussing opportunities to broaden participation to additional grade levels. This collaborative process encourages continued regional partnerships to improve student integration and equitable educational opportunities.

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: The reading proficiency gap between non-FRPL and FRPL students enrolled during the 2024-2025 school year in grades 3-10 as measured by MCA reading scores will decrease from 12.9% in 2024-2025 to 10% 2028-2029. The reading proficiency gap between Black or African American students and White students in grades 3-10 as measured by MCA reading will decrease from 10.7% in 2024-2025 to 8% by 2028-29 and the proficiency gap between FRPL students and non-FRPL students will decrease from 15.31% in 2024-2025 to 13% in 2028-2029 school year, as measured by MCA Reading.

Goal type: Achievement Disparity

Strategy #1 WIN Time (Flex, Advisory)

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

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

WIN Time, or What I Need Time, also referred to as Flex Time at the High School, and Advisory at the Intermediate, will allow every 6th-12th Grade student to daily connect with his/her teachers for additional work time, intervention or remedial support, as well as to boost or extend academic performance. During WIN Time, students may be assigned by one of their teachers to come in for relearning opportunities and personalized instruction. At a minimum, students who are not assigned by a teacher will have the option to connect with a current teacher for academic support or enrichment, meet with their counselor, work independently or collaboratively, as well as participate in a study session, such as ACT Prep. In turn, WIN time should ideally increase every student's ability to achieve career and college readiness benchmarks. The reading proficiency gap between non-FRPL and FRPL students enrolled during the 2024-2025 school year in grades 3-10 as measured by MCA reading scores will decrease from 12.9% in 2024-2025 to 10% 2028-2029. The District did not meet goal #1 of the last plan cycle (FY24-FY26) to increase the percentage of FRPL students who meet all four benchmark son the career and college readiness scaler for the ACT. The new goal and strategies will address those deficits. .

Location of services: FHS, and FIS

Strategy #2 Reading Strategy Implementation

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

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

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

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

Several strategies will be implemented to achieve this goal. For example, Guided reading instruction is implemented in grades K-6. Additionally, AmeriCorp (K-3) and Early Learning AmeriCorp will be utilized to strengthen results in this area. Two other main initiatives are Title 1 Support for Reading along with utilization of a Reading Specialist. Finally, Phonics and Phonemic awareness curriculum will be used to provide consistency and direction in research-based programs. This strategy will use policies, curriculum, and trained instructors to support differentiated instruction and targeted interventions. Students will be identified by screening and progress monitoring data

The District did not meet goal #1 to increase the percentage of FRPL students who meet all four benchmarks on the career and college readiness scaler for the ACT. This strategy will be used to address that goal.

Location of services: Foley Elementary and Foley Intermediate

Strategy #3 Data Desegregation and Analysis

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

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

Annually, administrators, teachers, and support staff, will meet to analyze data gathered on all key indicators potentially impacting student achievement. These indicators will specifically pertain, although not be limited to college and career readiness benchmarks, such as ACT, as well as other testing data including MCA and local assessments. Data will be disaggregated for the

purpose of revealing underlying trends, patterns, or insights. Standardized-test scores or enrollment patterns across different categories of students, are included in the scope of analysis. In turn, this critical analysis is intended to inform deliberate action required to improve culture, climate, instruction, and assessment to maximize student learning and achievement.
Location of services: Foley High School, Foley Intermediate School, Foley Elementary School

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
Proficiency Gap from non-FRPL an FRPL students will decrease annually on the MCAs from 12.9% to 10%	12%	11%	10%
Proficiency Gap between Black or African American students will decrease annually on the MCAs from 10.7% to 8%.	10%	9%	8%
Enter KIP.			

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

Goal #2: **Foley students will increase their participation from 20 students per event, each year, to 35 students per event, each year, in cross-district activities to increase their racial and economic integration.**

Goal type: Integration

Strategy #4 Communicating Common Ground

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 access to effective and diverse teachers.

☒ Increases graduation rates.

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

The Communicating Common Ground collaborative consists of bringing 9th-12th Grade students from Foley High School together with culturally diverse students from Sauk Rapids-Rice High School, St. Cloud Technical High School, St. Cloud Apollo High School, Becker High School, Holdingford High School, Monticello High School, and ROCORI High School, to learn about conflict resolution and effective communication through integration activities, including cultural bridging, and thus building cultural fluency and competency. Additionally, both students and staff participate in critical thinking, as well as reflective practices. This program is sponsored by St. Cloud State University's Department of Communication Studies and led by Dr. Eddah Mutua-Kombo and her undergraduate students. Six, three-hour meetings are held in the evening, at rotating sites, during spring trimester.

Location of services: Foley High School and St. Cloud MDCC: Racially Isolated and Adjoining Districts

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 in grades 9-12 will increase participation from 20 to 35 participants per event each school year in the Communicating Common Ground collaborative.	25	30	35
By 2028-29, 60% of students participating in the Common Ground Collaborative will demonstrate participation in school leadership opportunities, such as Big Brothers Big Sisters, Student Government, Sports and Activities Leadership roles, such as Team Captains, or Activity leadership, as measured by Common Ground Collaborative participation attendance list review.	40%	50%	60%
Enter KIP.			

Goal #3 By Spring, 2029, Foley Public Schools will increase the percentage of students eligible for FRPL and Black, or African American students who have access to teachers competing annual culturally responsive training for the Fall of 2026 baseline of 0% to 50%, compared to students who are not FRPL, Black, or African American who have access to 90 a% culturally responsive trained teachers.

Goal type: Teacher Equity

Strategy #6 Reducing the disparities in equitable access to effective and more diverse teachers

Type of Strategy: Equitable access to effective and more diverse teachers.

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

The Foley District Staff Development Committee has a past practice of providing culturally responsive training for all teachers every 2 years. The Committee will annually provide opportunities for all teachers to attend professional development online and at various locations throughout the State to culturally responsive training to support the needs of our students. This will ensure that our teachers are better prepared to meet our students' diverse needs.

Location of services: Foley Elementary, Intermediate, and High 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
Foley Staff Development Committee will offer and recommend culturally responsive independent learning opportunities for teachers, increasing participation from 0 in 2025-2026 school year to 15 each school year by the 2028-2029 school year.	15	25	35
Students identified as FRPL, Black and/or African American will increase their access to culturally responsive staff.	20%	35%	50%
Enter KIP.			