



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

Submissions are due by **March 15, 2025**.

District ISD# and Name: #36 Kelliher

Title of Person Submitting Report: Principal

District Integration Status: Racially Isolated District

Phone: 218-647-8286

Superintendent Name: Paul Grams

Email: sdahl@kelliher.k12.mn.us

Superintendent Phone Number: 218-647-8286

Superintendent Email: pgrams@kelliher.k12.mn.us

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:

#390 Lake of the Woods – adjoining

School Board Approval

- X 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](#)).
- 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 (enter name) Paul Grams

Signature: _____ Date Signed: _____

School Board Chair (enter name) Mary Thayer

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.

Council members recommended that the district-wide plan focus on ensuring students have access to post-secondary options and career awareness, increasing their engagement in the job market at the high school level, while also enhancing academic success from Early Childhood through 12th grade, and improving school attendance by increasing family involvement. All council members attend various committee monthly meetings where the goal areas are communicated and discussions regarding the success or needed improvement of the goals take place. As a small community with council members serving on multiple committees, we have streamlined our committees to accommodate the requirements for collaboration without overburdening our committee members. All members can voice their concerns and praise for how the plan is moving towards the set goals. At the end of the year, members complete a survey to assess how they feel the plan is progressing.

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Mary Merchant	LOW Principal	Mary_m@lakeofthewoodsschool.org
Sherri Dahl	Kelliher Principal	sdahl@kelliher.k12.mn.us
Tessie Barrett	AIPAC Parent Advisory/Chairperson	3bears.tlb@gmail.com
Rachel Jorgenson	Parent	rjorgenson@kelliher.k12.mn.us
Kevin Waldo	School Board	kwaldo@kelliher.k12.mn.us
Courtney Moyer	Teacher	<u>cmoyer@kelliher.k12.mn.us</u>

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)).

Enter SMART Goal #1: Increase the percentage of Native American 11th and 12th graders participating in career-focused field trips designed to explore post-secondary options and career awareness increasing their employability in job markets from 85% in 2025 to 90% in 2026.

Choose a WBWF/CACR goal area:

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

Choose the type of Goal:

- ☐ Achievement Disparity
- ☒ Integration
- ☐ Teacher Equity

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

Strategies

Enter Strategy Name and #: 1. Career Exploration through visits to post-secondary education and area business

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.

Add narrative: *Kelliher High School students will partner with Lake of the Woods students to visit area career fairs and diverse businesses that employ a talented labor force that supports a variety of job skills and training. We will increase the number of Native American students (average approximately 36%) participating in these visits in the last two years by making home phone calls encouraging student participation and family support and using our after-school activity business to provide transportation home on these late-day return field trips. By fostering interaction between students of another district, we hope to encourage positive relationships and build knowledge of racial, ethnic, and socioeconomic backgrounds other than their own.*

Enter location of services: *Post-secondary schools and area businesses*

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Increase the number of Native American junior and senior students electing to go on career awareness trips from the participating school districts, desegregated by race, ethnicity and FRPL/Education benefits.	85%	90%	95%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Increase student awareness of career skills and job opportunities by gauging the number of students who complete pre-post-visit surveys.	85%	90%	95%
All districts will use a collaboratively designed student survey to rate their success in initiating and maintaining positive relationships, which the percentage of positive responses will measure.	85%	90%	95%

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

Enter SMART Goal #2: Increase the number of Native American Pre-K students ready for academic success with an enrollment of at least three years of pre-through K school programming from 50% in 2025 to 55% in 2026

Choose a WBWF/CACR goal area:

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

Choose the type of Goal:

- ☒ Achievement Disparity
- ☐ Integration
- ☐ Teacher Equity

Strategies

Enter Strategy Name and #: 2. Increase the number of Native American Pre-K students ready for academic success

Choose the type of Strategy:

- ☒ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.
- ☐ Option 2: Family engagement initiatives to increase student achievement.

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

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

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

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

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

 X Option 2: Provides school enrollment choices.

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

 X Option 4: Increases graduation rates.

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

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

Add narrative: We want to increase the number of Native American students enrolled in multiple years of pre-through K programming that support latent and differentiated cognitive, physical, and social development represented in Kelliher School's population influenced by poverty and cultural diversity. We want to have more Native American students access our pre-K programs that have teachers with Native American heritage, who have successfully raised and graduated Native American children, and who have positive/active connections to our Red Lake community.

Enter location of services: Pre-K programs

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Increase the number of Native American students that attend at least three years of pre-K education as measured by enrollment, race, ethnicity and FRPL/Education benefits.	75%	80%	90%
Increase cognitive development of Native American students enrolled in pre-K as measured by the ECC Observational Tools.	15%	20%	25%
Increase social development of Native American students enrolled in pre-K as measured by the ECC Observational Tools	15%	20%	25%
Increase the physical development of Native American students enrolled in Pre=K as measured by the ECC Observational Tools	15%	20%	25%

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

Enter SMART Goal #3: Increase the number of contacts with our Open-Enrolled and Indian students by our Family Liaison to decrease the number of our at-risk students and monitor more students to improve their school attendance from an aggregate average of 80% in 2025 to 95% in 2026.

Choose a WBWF/CACR goal area:

☐ All children are ready for school.

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

☐ All students are ready for career and college.

☐ All students graduate from high school.

Choose the type of Goal:

☒ Achievement Disparity

___ Integration

___ Teacher Equity

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

Strategies

Enter Strategy Name and #: 3. Increase American Indian student family visits and communication by our Family Liaison, which will increase attendance.

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.

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

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

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

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

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

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

___ Option 2: Provides school enrollment choices.

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

___ Option 4: Increases graduation rates.

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

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do and why you are doing it, and they should 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, the intended outcomes for students, what will be assessed, how instruction will be delivered, and where this will take place.

Add narrative: *We want to increase the number of contacts and scheduling of visits and/or communications of our Red Lake open-enrolled families by our family liaison. These interventions and connections support our at-risk students, keep them on track to graduation, and help students struggling with their home lives. We have hired a liaison position that averages 4-5 yearly connections per family and we want to increase that up to 8 yearly connects with our at-risk students and families.*

Enter location of services: *School contacts to families*

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Increase our percentage of aggregated American Indian student attendance in the next three school years as measured by enrollment, race, ethnicity ad FRPL/Education benefits.	75%	80%	85%
Increase the number of contacts or communications between Red Lake families and Kelliher's family liaison.	30%	40%	50%

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

Enter SMART Goal #4: The school district will provide cultural competency professional development to teachers and paraprofessionals to improve the cultural competency of the staff.

Choose a WBWF/CACR goal area:

☐ All children are ready for school.

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

☐ All students are ready for career and college.

☐ All students graduate from high school.

Choose the type of Goal:

☐ Achievement Disparity

☐ Integration

☒ Teacher Equity

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

Strategies

Enter Strategy Name and #: 3. Increase American Indian student family visits and communication by our Family Liaison, which will increase attendance.

Choose the type of Strategy:

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

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

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

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

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

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

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

___ Option 2: Provides school enrollment choices.

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

___ Option 4: Increases graduation rates.

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

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do and why you are doing it, and they should 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, the intended outcomes for students, what will be assessed, how instruction will be delivered, and where this will take place.

Add narrative: The school district will provide cultural competency professional development opportunities to teachers and paraprofessionals to improve the cultural competency of the staff. Cultural competency will be facilitated through the school or an outside agency that provides cultural competency training, but will not be

funded through the A&I budget. Participants will complete a survey regarding what they learned and what strategies they will commit to implementing with students and families.

Enter location of services: School or outside agency to provide services

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
The percentage of teachers and paraprofessionals participating in cultural competency training will be 100% of the staff each year. Staff feedback through a survey will indicate if training is engaging, applicable, and demonstrates a greater understanding of students' cultural backgrounds.	100%	100%	100%
The percentages of teachers and paraprofessionals who have observable changes in their instructional strategies will increase to 50% the first year and 25% in additional year to reflect culturally responsive teaching.	50%	75%	100%

This data will be used to support the 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)).

Each school district has been visiting post-secondary institutions and businesses on a limited basis. By combining students from the school districts, transportation and logistics costs will be reduced, and more visits will be offered. This will increase opportunities for students from different schools to learn from each other and share their experiences. Due to our growing pre-K student population that lacks school readiness skills and/or latent physical and social development, our school would be able to offer more early childhood programming to support these growing needs. We have increased our family liaison time with the increasing academic and social/emotional student needs to keep families informed and supported. With the additional time, our Liaison can schedule twice the meetings and schedule check-ups with families.