

## Achievement and Integration Plan

July 1, 2023 to June 30, 2026

*Submissions due by March 15th, 2023*

**District ISD# and Name:** #2895 Jackson County  
Central

**District Integration Status:** Adjoining

**Superintendent:** Barry Schmidt

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**Plan submitted by:** Tammy Timko.

Title: Director of Teaching and Learning

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### 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. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS 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.

**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: Red Rock Ridge Integration Collaborative

1. Jackson County Central: ISD #2895 A- Adjoining
2. Windom Area Schools: ISD #0177 V-Voluntary
3. Mountain Lake ISD #0173 RI 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: Barry Schmidt

Signature:

Date Signed:

School Board Chair: Rhonda Moore

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](#).

**AIPAC Member Signature** (if applicable): \_\_\_\_\_ Date Signed: Enter date here

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.

**Multidistrict Collaboration Council:** Enter names of Multidistrict Collaboration Council Members here.

**Jackson County Central:** Superintendent: Barry Schmidt, Superintendent: Barry Schmidt, High School Principal: Keri Bergeson, Director of Curriculum and Assessment: Tammy Timko, Middle School Principal: Chris Nuamann, Elementary Principal: Kim Meyer, Teachers: Missy Enriken, Amanda Voss, Laura Bidne, Barb Tvinnereim, Darcy Snyder, Beverly Pratt, Board Members: Amy Voss and Tina Polz, Community Member: Tara Rowe

### **Mountain Lake:**

Superintendent: Bill Strom, Community Members: Ricardo Renteria & Dave Bucklin Board Members: Pam Hoek & Chad Eken. Fourth Grade Teachers: Stephanie Willaby & Randi Doescher.

**Windom Area Schools:** Superintendent: Jamie Frank, Byan joyce, Dane Nielsen, Antonio Cerda, Angie Klassen, Joel Bordewyk

**Community Collaboration Council for Racially Identifiable School(s):** Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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](mailto:MDE.integration@state.mn.us).

The MDCC met on February 15 at 4:30 in Mountain Lake to discuss how to increase achievement for all students and promote integration and acceptance by all. There was good representation from all three districts. Ideas Summer Reading and Math Academy and Stem camp were discussed as well as intervention programming to fill instructional gaps as quickly as possible.

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)).

**Goal #1:** Reduce the reading achievement gaps between students who are eligible for free or reduced priced meals and students who are not eligible for free or reduced priced meals from 20.8% in 2023 to 14.8% in 2026

**Aligns with WBWF area:** Enter one of the following:

All racial and economic achievement gaps between students are closed.

- All racial and economic achievement gaps between students are closed.
- All 3rd graders can read at grade level.
- All students are ready for career and college.
- All students graduate from high school.

**Goal type:** Enter one of the following: Achievement Disparity

- Achievement Disparity
- Integration
- Teacher Equity

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

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and #** 1 Qualified and trained teachers providing intervention and differentiation for Reading

**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:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction.       |
| <input type="checkbox"/> Provides school enrollment choices.  | <input type="checkbox"/> Increases graduation rates.                                    |
|   | <input checked="" type="checkbox"/> 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.

#### JCC Teacher Professional Development and Support

**Science of Reading Training and Resource alignment (K-5):** 10 teachers and 3 administrators will be trained in LETRS Science of Reading. This training will be used to guide instructional and resource alignment to the Science of Reading.

- Science of Reading practices and research will be shared with other teaching staff through district/building PD as well as through PLCs.
- During the summer of 2023, a team of teachers and administrators will collaborate to identify “look-fors” that will be used to monitor implementation and additional resources/needs for support during classroom visits/walk-throughs.
- Resources will be aligned and allocated to better support teachers in the instruction of phonemic awareness, phonics, decoding, and encoding in grades K-5.

**New Teacher Induction:** The Innovative Teacher Support Network is a mentor program through the New Teacher Center. Select non-tenured teachers work with an Instructional Coach approximately 180 minutes/month using the New Teacher Center high-leverage tools. These tools include a variety of best practices built into tools for knowing the students in a classroom, lesson planning, established procedures that incorporate optimal learning environments, quality instruction, and assessing and responding to student learning. The program strives to accelerate new teacher effectiveness in order to increase student achievement.

#### JCC Reading Interventions and Differentiation Provided for Students in Tiers 2 and 3 Intervention (grades K-5):

- Title Intervention grades K-5: Using Title I funds, three FTE reading teachers will provide reading interventions for students scoring below the 20<sup>th</sup> percentile as measured by FASTbridge assessments. Research-based interventions from Fountas and Pinnell LLI program, Repeated Reading, and Direct Instruction in Foundational Skills will be used. Students exit programming after 3 consecutive weeks of performing above the 20<sup>th</sup> percentile on benchmarking assessments.
- ADSIS Reading Interventionist grades K-3: If approved, ADSIS funding will be used to hire a 1 FTE reading teacher to provide foundational reading intervention to students that might otherwise qualify for special education. Students screened under the 20<sup>th</sup> percentile as measured by FASTbridge assessments and who would otherwise be referred to the Student Success Team for possible special education evaluation will be included for this intervention. Students will exit programming after 3

consecutive weeks of performing above the 20th percentile on benchmarking assessments on foundational skills.

- Reading Corps grades K-3: Three Reading Corps tutors use a fluency intervention with at-risk students that do not qualify for Title I or Special Education supports, but are significantly below grade level.

Classroom Instruction and Differentiation (grades K-8):

- Classroom Teachers K-8 will use a portion of their ELA block to differentiate through small-group instruction based on screening and progress monitoring data. The focus for students well below grade level will be foundational skills as detailed in LETRS training.
- Professional Learning Communities: Teaching staff will participate in Professional Learning Communities each Wednesday from 2:30 to 3:45. During this time, teachers will share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

Location of services: JCC Riverside Elementary, Pleasantview Elementary, and JCC Middle School

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>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.</i>	42%	52%	62%
Classroom Indicators of Implementation Fidelity: Classroom visit data aligned to district reading instruction “look-fors” will increase from the baseline percentage of alignment by 5% each year.	Baseline data	Increase of 5%	Increase of 5%
FASTbridge earlyReading and aReading (grades K-2): The percentage of students eligible for free and reduced priced meals meeting FASTbridge grade level benchmarks will increase by 2% each year - baseline 34.8% in 2022	38.8%	40.8%	42.8%
Reading MCA/MTAS (grades 3-8, 10): The percentage of students eligible for free or reduced price meals enrolled at Jackson County Central for at least half a school year who participated in State testing and are proficient on the MCA and MTAS reading tests will increase by 2% each year – baseline 34.6% in 2022.	38.6.8%	40.6%	42.6%

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

**Goal #2:** Students will self-report an increase in their level of social awareness and relationship skills, including with students that are “different from them” (racially/ethnically diverse, socioeconomically) from an average index rating of 3.37 out of 5 in 2023 to an average index rating of 4.0 in 2026.

**Aligns with WBWF area:** All students are ready for career and college.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Integration

### Strategy Name and #2 Inter-district Student Retreat

**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.
- **What activity?** Students in upper elementary and middle school will gather at one common site for an event/activity (i.e. Kindness Retreat, Leadership Retreat, Courage Retreat, Mixed Blood Theater, or other similar activity).
- **What purpose?** The purpose of the activity will be to increase racial and ethnic awareness among students from each participating district: MLPS, WAS & JCC. Activities will be designed to: 1) increase cultural and racial interaction, 2) respect cultural and racial diversity.
- **What methods?** Activity leaders will present motivational interactive learning experiences. Information will include live testimonies from leaders, students, etc. Media including: video, music, etc. will be used to present information.
- **How will it be delivered?** Students will participate in blended large groups and blended small groups.
- **Where?** The location of the event will be rotated annual between the consortium schools.

- **How Assessed?** An annual survey (i.e. Survey Monkey) will be used to gather data about the interest, attitudes and effectiveness of the event.
- **Location of services:** To be annually rotated between: Mountain Lake Public Schools, Windom Area Schools, Jackson County Central Schools.

**Key Indicators of Progress (KIP) targets**

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 2024	Target 2025	Target 2026
<i>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.</i>	42%	52%	62%
Survey results will show that students who participate in this activity will have: 1) a positive attitude of the activity, 2) a better understanding of cultural and racial diversity, 3) know practical steps they can take to promote cultural and racial acceptance among their peers.	85%	90%	95%

**Strategy Name and #3 Summer Math and Reading Academy**

**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.

**What activity?** Students in grades (3-8) from participating districts will participate in a summer math & reading academy.

**What purpose?** The purpose of the activity will be to decrease achievement GAP among student groups in each district and increase cultural and ethnic interaction among students from all schools.

**What methods?** Reading & Math activities will be developed by teachers from each participating district for students from each participating district. Activities will be designed to focus the needs of all students. Materials used will complement (as the situation fits) the district’s reading and math curriculum. The needs of students with ACCESS scores below 4 will create reading & math activities designed to increase academic proficiency in English.

**How will it be delivered?** The math & reading academy will be available to all students in all schools. School administrators will identify and seek to enroll those students who would benefit most from this activity with particular attention to enrolling Hispanic / Latino students & free and reduced lunch price students. The timing of the academy will be determined coordinated by school administration with the tentative plan to deliver the program 1 or 2 weeks, for 4 days per week, in June or August.

**How Assessed?** Pre and post assessments (i.e. Fastbridge or other) will be given to students to measure academic growth.

**Location of services:** Mountain Lake Public Schools, Windom Area Schools, Jackson County Central Schools

### Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing. For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP) Strategy #3 Summer Math & Reading Academy

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 2024	Target 2025	Target 2026
Seventy-five percent (75%) of the students participating in “summer math” will show academic growth using a pre & post text (i.e. fastbridge, teacher designed test, other assessment tool).	75%	75%	75%
Seventy-five percent (75%) of the students participating in “summer reading” will show academic growth using a pre & post text (i.e. fastbridge, teacher designed test, other assessment tool).	75%	75%	75%

### Strategy Name and #4 STEM Summer Camp

**Type of Strategy:** Innovative and integrated grades 3 to 8 learning environments.

**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 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.

**What activity?** Students in grades 4-5 from participating districts will participate in a summer STEM academy to provide learning opportunities in areas of science, technology, engineering and mathematics. Activities will be designed to provide students with hands-on activities including: robotics, building sets, laboratory activities, critical thinking, etc.

**What purpose?** The purpose of the activity will be to decrease achievement GAP among student groups in each district and increase cultural and ethnic interaction among students from all schools.

**What methods?** STEM activities will be developed by teachers from participating districts for students from each participating district.

**How will it be delivered?** The STEM Academy will be available to all students in all schools. School administrators & school counselors will identify and seek to enroll students from Windom & Mtn Lake with particular attention to enrolling Hispanic / Latino students & Free / Reduced lunch price students. The timing of the academy will be determined coordinated by school administration with the tentative plan to deliver the program 1 or 2 weeks, for 4 days per week, in June or August.

**How Assessed?** Pre and post assessments (i.e. teacher designed, or other curriculum based survey) will be given to students to measure academic growth.

**Location of services:** Jackson County Central Schools will host the STEM Academy. It will be open to all students in Mtn. Lake & Windom Area.

## 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) Strategy #3 Summer STEM Academy

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 2024	Target 2025	Target 2026
Seventy-five percent (75%) of the students participating in “STEM Academy” will show academic growth using a pre & post text (i.e. teacher designed test, other assessment tool).	75%	75%	75%
The percentage of our students of color participating in STEM camp from adjoining districts will increase from 13% to 19% by 2026	15%	17%	19%

**Goal #3:** The percent of students of color that are registered for our Intro to Education classes will increase to be representative of the percentage increase of students of color in the JCC High School student body (approximately 1% per year) from 13% in 2023 to 16% in 2026.

**Aligns with the WBWF area:** All students are ready for career and college.

**Goal type:** Teacher Equity

**Strategy Name and #** 5 Offer a Concurrent Enrolment “Intro to Education” Class

**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.

A concurrent enrollment class “Intro to Education” will be offered through SMSU and JCC High School. This course is an introduction to early childhood, elementary, and secondary education for students interested in teaching. The course includes the study of historical and social foundations of education topics such as inquiry into the teaching and learning process, schools in a multicultural and diverse society, the profession of teaching principles of cooperative group learning and cultural differences, communication, and stereotyping. As a part of this Introduction to Education course, students are required to participate in a 15 hour field experience observation. School districts will be responsible for placing each student with an appropriate teacher. The teachers that the students are placed with must be a licensed teacher in K-12 and have at least one year of experience in their field. Valid teaching licenses must be presented at the time of student placement.

Students in grades 11 and 12 that qualify for concurrent enrollment and are interested in teaching may enroll in the class, with particular attention to enrolling students of color. Students will receive both High School and College credit for this class.

The purpose of this initiative is to increase the number of qualified applicants for open teaching positions and to diversify the pool of qualified applicants.

Location of services: JCC High School

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>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.</i>	42%	52%	62%
The percentage of students of color enrolled in the Intro to Education Classes will be representative of the percentage of students of color in the High School student body. *As the percent of students of color in the student body continue to increase, the target will also increase. 2023 student body = 13% students of color and 87% white students. 2023 Intro to Education enrollment = 15.4% students of color and 84.6% white students.	13%*	13%*	13%*

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

Remember to copy and paste the goal section when adding additional goals.

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

Our leadership team has worked to align all initiatives to our District Strategic Plan. Each area of the A&I plan aligns with these efforts and the ongoing initiatives already in place throughout the district. These include increasing reading achievement through an MTSS structure and leveled delivery of support, supporting student Social Emotional Learning (including social awareness and relationship skills), expanding Pathway offerings such as STEM classes and Intro to

Education Classes. This team has also worked to align these same efforts in our Literacy Plan, WBWF, ADSIS funding, and other funding sources and grants.

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