



# Achievement and Integration Plan Form

## July 1, 2022 to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

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

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. #390 Lake of the Woods – Adjoining
- 2. #363 Northome – Adjoining

### 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 (Paul Grams)

Signature: Paul Grams Date Signed: PG 3/10/22

School Board Chair (Frank Duresky)

School Board Chair Signature: Frank Duresky Date Signed: 3-10-22

## 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:

3/10/22

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: Jeremy Tammi, Superintendent, Northome; Jeff Nelson, Superintendent, Lake of the Woods, Mary Merchant, Principal, Lawrence Norwegian LOWW IEPAC Chair; Paul Grams, Superintendent, Kelliher, Sherri Dahl, Principal; Courtney Moyer, Indian Education Liaison, Carly Amsden, PBIS-School Climate, Tessie Barrett, IEPAC Chair.

## 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](mailto: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 \(a\)](#)).

**SMART Goal #1: Increase the percentage of Native American 11<sup>th</sup> and 12<sup>th</sup> graders participating in career focused field trips designed to explore post-secondary options and career awareness increasing their employability in job markets from 60% in 2022 to 85% by 2025.**

Choose a WBWF goal area: All students are ready for career and college.

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

## Strategies

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

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

**Strategy Name and # Enter:** Career Exploration through visits to Post-Secondary Education and Area Business

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

**Add narrative.** Kelliher high school students will partner with Lake of the Woods and Northome 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 (averaging approximately 33%) the last two years that participate in these visits through making home phone calls encouraging student participation and family support and using our after-school activity buses providing transportation home on these late day return field trips. By fostering interaction between students of the three Districts, we hope to encourage positive relationships and building knowledge of racial, ethnic and socioeconomic backgrounds other than their own.

**Enter location of services:** Several post-secondary schools and area businesses to be visited.

**Key Indicators of Progress (KIP) for Strategy #1 Career Exploration**

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.	2023 Target	2024 Target	2025 Target
Increase the number of Native American Junior and Senior students electing to go on career awareness trips from all three school districts.	60%	70%	85%
Increase student awareness of career skills and job opportunities through gauging the number of students completing pre-post-visit surveys	60%	70%	85%
All Districts will use a collaboratively designed student survey to rate their level of success in initiating and maintaining positive relationships measured by percentage of positive responses.	60%	70%	85%

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

**SMART Goal #2:** Increase the number of Native American Pre-K students ready for academic success with enrollment of at least three years of pre through K school programming from 33% in 2022 to 50% in 2025.

Choose a WBWF goal area: All children are ready for school. All racial and economic achievement gaps between students are closed.

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

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

**Choose the Type of Strategy:** Innovative and integrated pre-k-12 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:

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.** 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 Head Start and other Pre-K programs that have teachers with Native American heritage, successfully raised and graduated Native American children and have positive/active connections to our Red Lake community. By analyzing the achievement of our Native American students over the past 16 years, we find that there is marked success to graduation by those students that open enroll in our District by Pre-K to First Grade (approximately 75% success) than the higher grade levels (approximately 50% success). Based on the annual needs of our 3 through 5 age pre-k population and increasing the capacity of our programming, this strategy may support an additional 4-5 pre-k and/or two-stage 5-6 kindergarten setting(s).

**Enter location of services:** Several post-secondary schools and area businesses to be visited.

**Key Indicators of Progress (KIP) Strategy #2 Increase Early Childhood Programming**

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.	2023 Target	2024 Target	2025 Target
Increase the number of Native American students that attend at least three years of pre through K education	50%	60%	75%
Increase cognitive development of Native American students enrolled in pre-K as measured by the EC Head Start or EC FAST Observational Tools.	5%	10%	15%
Increase social development of Native American students enrolled in pre-K as measured by the EC Head Start of EC FAST Observational Tools.	5%	10%	15%
Increase physical development of Native American students enrolled in pre-K as measured by the EC Head Start or EC FAST Observational Tools	5%	10%	15%

**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 averaged of 75% in 2022 to 90% in 2025.**

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

**Strategy Name and # Enter: Increase American Indian student family visits and communication by our Family Liaison that impact a sizable increase in attendance**

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

**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 students on track to graduation, and help students who struggle with their home lives. We have hired a full-time liaison position that averages 4-5 yearly connections per family and we want to increase up to 8 yearly connections with our at-risk students and families.

**Enter location of services:** Several post-secondary schools and area businesses to be visited.

### Key Indicators of Progress (KIP) Strategy #3 Increase Contact and Support by Family Liaison

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.	2023 Target	2024 Target	2025 Target
Increase our percentage of aggregate Indian student attendance in the next three school years.	75%	85%	90%
Increase the number of contacts or communications between Red Lake families and Kelliher's Family Liaison	10%	200%	30%

### Creating Efficiencies and Eliminating Duplicative Programs

Each of the three school districts separately visit post-secondary and businesses on a limited basis. By combining students from all three Districts, there will be cost savings in transportation and logistics in order to offer more visits and increase opportunities for students from the different schools to learn from each other and share their experiences. Due to our increasing pre-K student population that lack 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. With the increasing academic and social/emotional student needs to keep families informed and supported, we have increased our Family Liaison to full time. With the additional time, our Liaison can schedule twice the interventions, meetings, and scheduled check-ups with families.



**Achievement and Integration Program  
FY 2023 Budget Coversheet**

Use this workbook to list proposed expenditures of FY 2023 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. **Please use the instructions in the prior tab of this workbook.** For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: KELLIHER PUBLIC SCHOOL

District ID Number: 0036-01

Superintendent: PAUL GRAMS

Partnering Districts: SOUTH KOOCHICHING RAINY RIVER & LAKE OF THE WOODS SCHOOL DISTRICTS

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for budget approval or changes.

Program Staff: SHERRI DAHL

Phone: 218-647-8286

E-mail: SDAHL@KELLIHER.K12.MN.US

Fiscal Staff: ALIZA LUNDIN

Phone: 218-647-8286

Email: ALUNDIN@KELLIHER.K12.MN.US

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2023 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY23 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Estimated Initial Revenue (FIN 313)	\$	62,080.51
Total Estimated Incentive Revenue (FIN 318)	\$	3,250.00
<b>TOTAL A&amp;I REVENUE</b>	<b>\$</b>	<b>65,330.51</b>

**CERTIFICATION STATEMENT**

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2023 Achievement & Integration budget as approved by the school board.

Board Approval Date

3/10/2022

School Board Chair

*Paul Grams*

Date

3-10-22

Superintendent

*Paul Grams*

Date

2-10-22

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: \_\_\_\_\_

Approved Incentive Revenue: \_\_\_\_\_

MDE Approval: \_\_\_\_\_

Date: \_\_\_\_\_