

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD #51 Foley Public
Schools

District Integration Status: Adjoining District (A)

Superintendent: Paul Neubauer

Phone: 320-968-8601

Email: pneubauer@apps.isd51.org

Plan submitted by: Erika Deyo

Title: Coordinator of Academic Programs

Phone: 320-968-8561

Email: edeyo@apps.isd51.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

- | | |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. 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.

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: **St. Cloud Multi District Collaborative Council**.

1. #742 St. Cloud RI - Racially Isolated
2. #739 Kimball A - Adjoining
3. #750 ROCORI A - Adjoining
4. #738 Holdingford A - Adjoining
5. #726 Becker A - Adjoining
6. #51 Foley A - Adjoining
7. #47 Sauk Rapids-Rice A - Adjoining
8. #876 Annandale A – Adjoining
9. #882 Monticello A-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 Neubauer

Signature: 

Date Signed: May 18, 2020

School Board Chair: Valerie Timm

Signature: 

Date Signed: May 18, 2020

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.

Multidistrict Collaboration Council: St. Cloud

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

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)).

Goal #1: Increase the percentage of FRP eligible students who meet all four benchmarks on the career and college readiness scale for the ACT from 36.8% in 2020 to 60% in 2023.

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

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).

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).

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 WIN Time

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

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 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 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.

WIN Time, or What I Need Time, will allow every 9th-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 or career coach, 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.

Location of services: Foley High School

Strategy Name and # 2 ACT Preparation

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

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 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 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.

ACT Preparation may be offered during school-wide WIN time, before school, or after school. Ideally, ACT preparation would be available to every 10th-12th Grade student. As educators, we know that part of doing well on tests like the ACT is directly correlated with familiarity of the test format. Essentially, we don't want students wasting time and energy reading directions and strategizing. We want students to know what types of questions to expect and which strategies to apply, in order to demonstrate what they specifically know and can do, as well as achieve career and college readiness benchmarks. Additionally, when our students take an ACT prep course, they will have ample opportunity to take sample tests, apply strategies, and answer practice questions. In turn, they will also have the benefit of being able to see which questions they got wrong and what the right answer was. Since the ACT tests subject content that students should know, it's helpful to review the respective material. Essentially, whether hosted by a live instructor, distance instructor, or via an online course, ACT prep courses cover and review the material students need to know, as well as help students identify areas of need to seek teacher support for during WIN time.

Location of services: Foley High School

Strategy Name and # 3 FRP Eligible Enrollment in CIS

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

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 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 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.

We will develop a checklist or rubric of criteria that describes the profile of a socioeconomically disadvantaged student. Then, we will identify the students in grades 10-12 that potentially match this profile. If students match this profile and are not dually enrolled in College in the School (CIS) courses, we will counsel and encourage them to enroll in at least one CIS course. Our primary goals for this strategy include: ensuring that all students are exposed to college-level expectations and rigor, providing a conduit for, as well as ease the transition between high school and college, and motivating students to achieve the college and career benchmarks that will establish purpose and meaning for all students' post-secondary goals. Additionally, and specifically regarding the development of the aforementioned profile, we would develop additional strategies to intentionally promote CIS

courses to all students, including and with emphasis on those students matching the profile of a socioeconomically disadvantaged student.

Location of services: Foley High School

Strategy Name and # 4 Data Disaggregation and Analysis

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

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 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 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.

In 2020-2021, all staff, including administrators, teachers, and support staff, as well as integrated student teams, 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. Data will be disaggregated for the purpose of revealing underlying trends, patterns, or insights that would not be observable in aggregated data sets. This data, such as disparities in student motivation and self-perception, teacher expectations and fidelity of implementation, standardized-test scores or enrollment patterns across different categories of students, are included in the scope of analysis. Data may additionally include student interviews and surveys, teacher interviews and surveys, and potentially parent interviews and surveys. 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

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 2021	Target 2022	Target 2023
<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%
Increase the percentage of FRP eligible students who meet all four benchmarks on the career and college readiness scale for the ACT from 42% in 2020 to 60% in 2023.	42%	52%	60%
Annually increase the enrollment FRP eligible students in a College in the Schools (CIS) course, as measured by 1 college enrollment with a baseline set in 2020-2021.			
By Spring 2021, the administrator, teacher, and student team will make recommendations to the School Board about changes in policy and practice that will likely increase student achievement, as well as decrease gaps in achievement.	Data Analysis	Action	Action

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: Increase the percentage of FRP eligible students who meet all four benchmarks on the career and college readiness scale for the Pre-ACT from 13.5% in 2020 to 60% in 2023.

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

Goal type: Achievement Disparity

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).

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).

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 # 5 Reading Intervention

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

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.

The district will implement evidence-based and structured response to intervention programming through licensed interventionists to all identified students in grades 3-8. As such, they will provide targeted and evidence-based differentiated instruction and interventions, in addition to core instruction, for the explicit purpose of increasing our underperforming and underserved students' achievement gains in reading. In turn, as evidence indicates, these identified students' increases in math and reading achievement will likely increase their abilities and opportunities to prepare for and achieve career and college readiness benchmarks. This strategy is designed to improve reading for the purpose of understanding. A variety of techniques will be used to address the unique issues each student is experiencing in comprehending what he/she reads. As such, the interventionist will focus on the foundational concepts students need to grasp to be able to read well: phonemic awareness, phonics, comprehension and a knowledge of different words (vocabulary). These intentionally implemented strategies will be measured through each student monitoring his/her own progress and with immediate feedback from the interventionist, as well as formal progress monitoring. In turn, student progress should reflect gains in increased reading ability, close gaps with peers, increase student engagement, and improve proficiency in meeting state standards, as well as college and career readiness benchmarks.

Location of services: Foley Elementary and Intermediate Schools

Strategy Name and # 6 Enrollment of FRP Eligible in Enrichment Opportunities

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

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 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 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.

We will develop a checklist or rubric of criteria that describes the profile of a socioeconomically disadvantaged student. Then, we will identify the students in grades 4-8 that potentially match this profile. In turn, we will invite them to participate in school enrichment opportunities, such as Young Authors Young Artists (YAYA), Science Fest/Science Rocks!, Math League or the SCSU Math Competition. Our primary goals for this strategy include: ensuring that all students are provided with access to enrichment opportunities that support and develop their interests, passions and talents without the concern of financial or transportation constraints. As educators, we know that school enrichment participation and engagement are associated with enhanced academic motivation and measures of well-being, including a sense of meaning and purpose. In turn, these enrichment opportunities may well provide a conduit for, as well as ease the transition between intermediate and high school, and motivate students to prepare for and establish purpose and meaning in secondary preparation for post-secondary success. Additionally, and specifically regarding the development of the aforementioned profile, we would develop additional strategies to

intentionally promote enrichment opportunities to all students, including and with an emphasis on those students matching the profile of a socioeconomically disadvantaged student.

Location of services: Foley Intermediate School

Strategy Name and # 7 MCIS: Portfolio and Personal Learning Plan Development

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

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 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 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.

The district will provide a career coach to collaborate with the intermediate school principal and teachers, to implement programming that prepares students for career and college, as well as increase the performance of our underperforming and underserved students in career and college preparation activities, such as developing a portfolio and personal learning plan in the Minnesota Career Information System (MCIS) by Grade 8. More specifically, the career coach will provide every student with the process to connect academic performance with personal interests. In turn, he/she will guide students in developing a personalized secondary career and college readiness plan. Further, the career coach will collaborate with the intermediate school principal and intermediate school teachers, to develop and implement a student advisory program that intentionally focuses on student preparedness to meet career and college readiness benchmarks.

Location of services: Foley Intermediate School

Strategy Name and #4 Data Disaggregation and Analysis

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

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 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 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.

In 2020-2021, all staff, including administrators, teachers, and support staff, as well as integrated student teams, will meet to analyze data gathered on all key indicators potentially impacting student achievement. These indicators will specifically pertain to college and career readiness benchmarks, such as Pre-ACT, as well as state benchmarks and standards, such as Minnesota Comprehensive Assessments (MCAs). Data will be disaggregated for the purpose of revealing underlying trends, patterns, or insights that would not be observable in aggregated data sets. This data, such as disparities in student motivation and self-perception, teacher expectations and fidelity of implementation, standardized-test scores or enrollment patterns across different categories of students, are included in the scope of analysis. Data may additionally include student interviews and surveys, teacher interviews and surveys, and potentially parent interviews and surveys. In turn, this critical analysis is intended to inform deliberate action required to improve culture, climate, and instruction to maximize student learning and achievement.

Location of services: Foley Elementary and Intermediate 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)

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 2021	Target 2022	Target 2023
<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%
Increase the percentage of FRP eligible students who meet all four benchmarks on the career and college readiness scale for the Pre-ACT from 13.5% in 2020 to 50% in 2023.	42%	52%	60%
Annually increase FRP participation in enrichment and extension opportunities, as measured by FRP student participation in at least 1 enrichment or extension opportunity with a baseline set in 2020-2021.			
The percentage of students receiving Tier III Reading interventions, enrolled the full academic year in grades 3-8 and meeting proficiency standards, will annually increase, as measured by the MCA.	61%	64%	67%
By Spring 2021, the administrator, teacher, and student team will make recommendations to the School Board about changes in policy and practice that will likely increase student achievement, as well as decrease gaps in achievement.	Data Analysis	Action	Action

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 #3: Students with access to educators professionally trained and effectively implementing equity best practices will increase from 0% in 2020 to 75% in 2023.

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

Goal type: 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).

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).

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 # 8 Staff Professional Development: Effective Professional Learning Communities

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

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 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 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.

As research indicates that alignment of standards, curriculum and instruction is the primary way to increase student achievement, the district will annually provide structured professional development opportunities to inform and improve our instructional and assessment practices. More specifically, in 2020-2023, the District will focus on developing effective Professional Learning Communities in which staff can examine alignment, implementation, and data to ensure that students learn and achieve. These professional development opportunities may include in-District and out-of-District training by experts in formative assessment, curriculum alignment, differentiated instruction, as well as targeted interventions. More specifically, the district will provide a district-wide instructional coach to train and support staff in these best instructional and assessment practices. In turn, the district will provide an assessment coordinator to routinely access and collaborate with the instructional coach, teachers, and administrative staff to analyze data, to efficiently inform the training and support of curriculum alignment, as well as instructional and assessment practices in meeting state proficiency standards or college and career readiness benchmarks.

Location of services: Foley Public School District: Foley Elementary, Foley Intermediate and Foley High Schools

Strategy Name and # 9 Staff Professional Development: Equity, EC-12

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

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 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 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.

Foley Public Schools' staff will participate in equity training provided or supported by the district with the goal of identifying and eliminating inequitable opportunities for students. These learning opportunities may include but are not limited to, Multi-Tier Systems of Support, Cultural Competency, Cultural Responsiveness, Personalized Learning, Positive Behavior Interventions and Supports, or Top 20 Schools. As such, they may be provided within or outside of District.

Location of services: Foley Public School District: Elementary, Intermediate and High 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)

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 2021	Target 2022	Target 2023
<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%
Students with access to educators professionally trained and effectively implementing equity best practices will increase from 0% in 2020 to 75% in 2023.	25%	50%	75%
The proficiency gap between Non-FRP and FRP eligible students enrolled the full academic year for all grades tested within Foley Public Schools will decrease from 17.35% in 2020 to 10% in 2023, as measured by the Reading MCA.	15%	12%	10%
The proficiency gap between Non-FRP and FRP eligible students enrolled the full academic year for all grades tested within Foley Public Schools will decrease from 17.41% in 2020 to 10% in 2023, as measured by the Math MCA.	15%	12%	10%

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 #4: Increase the percentage of students participating in cross-district, multicultural learning partnerships from 1% in 2020 to 5% in 2023.

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

Goal type: Integration

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).

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).

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 # 10 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:

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

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 semester.

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

Strategy Name and # 11 Multicultural, Cross-District Learning Partnerships, K-12

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

Foley School District staff and students intend to establish and nurture a welcoming and culturally proficient environment that is literate, respectful, inclusive, and inviting for all, through increased and sustained intercultural learning partnerships. As such, the district intends to provide multiple opportunities for our students to practice their critical thinking and reflection skills within integrated activities or environments. More specifically, elementary age students will experience integrative opportunities related to exploring the culture of Native Americans, indigenous to Minnesota. These integration opportunities will include, at a minimum, a Native American presentation on the Ojibwe culture.

Location of services: Foley Public School District: Elementary, Intermediate and High Schools in conjunction with St. Cloud MDCC: Racially Isolated and Adjoining Districts

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 2021	Target 2022	Target 2023
<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%

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 2021	Target 2022	Target 2023
Annually increase the number of students participating in Communicating Common Ground, as measured by 1 student participating in 1 event.	22	24	25
Annually increase the number of students persisting in Communicating Common Ground events, as measured by 1 student participating in more than 1 event.	10	12	13
Increase the percentage of students participating in cross-district, multicultural learning partnerships from 1% in 2020 to 5% in 2023.	2%	4%	5%

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.

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)). Enter text.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

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)).

RIS Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce 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).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|---|
| <input 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 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 will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

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 are 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 key 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 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter 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 2021	Target 2022	Target 2023
Enter KIP.			

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

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

This plan will create efficiencies and eliminate duplicative programs by ensuring district representation and participation at St. Cloud MDCC meetings. At these meetings, district representatives will produce resources and efforts to be established and reinforced in all participating districts, as well as develop cross-district integrative efforts that are mutually coordinated, and in turn consistently implemented. Foley Public Schools does not have individual access to the resources needed to reduce our unique and collective achievement gaps without the support of its St. Cloud MDCC partners. Additionally, as the 2020-2023 Achievement and Integration Plan goals, strategies, and key indicators of progress are aligned with, support, or expand on the District's World's Best Workforce Plan, efficiencies are also intentionally created. Incidentally, the work addressed in this Plan is connected to or expands on the work conducted by our Title 1 and ADSIS grants, and thus teams. More to the point, and through this Plan, as well as the work conducted by our St. Cloud MDCC partnerships, Foley Public Schools is provided with the otherwise unavailable resources for additional reading interventions, professional development opportunities, as well as additional student educational experiences needed to provide educational equity, close achievement gaps, increase student academic proficiency, and establish cultural fluency.