Achievement and Integration Plan
July 1, 2026 to June 30, 2029

District ISD# and Name:
241: Albert Lea Area Schools
District Integration Status: RI
Superintendent: Dr. Steve Heil
Phone: 507-379-4800
Email: steve.heil@alschools.org

Plan submitted by: Tonya Franks
Title: Executive Director of Academics & Accountability
Phone: 507-379-4810
Email: tonya.franks@alschools.org

Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. Austin Public Schools (RI)
2. Hayfield (A)
3. Southland (A)
4.

Provide the name of your integration collaborative if you have one: Enter name.

Racially Identifiable Schools within District - NOT APPLICABLE

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

School Board Approval

- ☑ We certify that we have approved this Achievement and Integration 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: **Dr. Steve Heil**

Signature: Date Signed: 3/16/26

School Board Chair: Dave Klatt

Signature: Date Signed: 3/16/26

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the Achievement and Integration Plan Guide, and page 4 of Tribal Consultation Guidance.

<table>
<tr><td colspan="3" align="center">Multidistrict Collaboration Council</td></tr>
<tr><th align="center">Name</th><th align="center">Position/Role</th><th align="center">Email/Phone Number</th></tr>
<tr><td>Tonya Franks</td><td>Executive Director of Academics and Accountability
Albert Lea Area Schools</td><td>tonya.franks@alschools.org
507-379-4810</td></tr>
<tr><td>Kristi Beckman</td><td>Equity Coordinator
Austin Public Schools</td><td>kristi.beckman@austin.k12.mn.us
507-460-1107</td></tr>
<tr><td>Scott Hall</td><td>Superintendent/Principal
Southland Public Schools</td><td>shall@isd500.k12.mn.us
507-582-3568</td></tr>
<tr><td>Kathy Serratore</td><td>Achievement/Integration Coordinator
Hayfield Community Schools</td><td>serraka@hayfield.k12.mn.us
507-477-3235</td></tr>
</table>

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.

The multidistrict collaboration council met November 10th and December 2nd to discuss cross-district initiatives and suggested adjustments to ensure inter-district connections continue for students in all districts. All districts felt that engaging STEM activities are a positive way to help connect kids across communities and backgrounds and help us meet our goals of exposing students to career pathways while building their confidence in developing friendships with peers from diverse backgrounds. Austin will continue E3 and Albert Lea will continue to offer the Discover Drone program provided staffing can be secured. The multidistrict collaboration council discussed that it has been challenging to build connections between districts to support Robotics initiatives, and staffing changes have made it difficult for some districts to offer the program. For the 2027-2029 plan cycle, Southland will offer a summer robotics camp that will be open to students from across the collaborative. This will help enable students from all districts to access robotics programming even if they're not able to recruit local robotics coaches.

Host	Summer Program	Grade Level
Albert Lea	Discover Drones	9 - 12
Southland	Robotics	6-8
Austin	E3	4 - 5

Community Collaboration Council		
Name	**Position/Role**	**Email/Phone Number**
Dr. Steve Heil	Superintendent	steve.heil@alschools.org 507-379-4801
Tonya Franks	Executive Director of Academics and Accountability	tonya.franks@alschools.org 507-379-4810
Jami Donaldson	MnMTSS Coordinator/District Literacy Lead	jami.donaldson@alschools.org 507-379-5203
Sean Gaston	ALHS Principal	sean.gaston@alschools.org 507-379-5341
Amy Stiehl	ALHS Assistant Principal	amy.stiehl@alschools.org 507-379-5351
Kim Larson	Halverson Principal	kim.larson@alschools.org 507-379-4901
Marie Adams	Hawthorne Principal	marie.adams@alschools.org 507-379-4961
Zack Kruger	Lakeview Principal	zack.kruger@alschools.org 507-379-5021
Kristi Kenis	Sibley Principal	kristina.kenis@alschools.org 507-379-5081
Tyler Johnson	Southwest Middle School Principal	tyler.johnson@alschools.org 507-379-5241
Neal Skaar	School Board Member	neal.skaar@alschools.org 507-391-1675
Kim Nelson	School Board Member	kim.nelson@alschools.org 507-383-3637
Gary Schindler	School Board Member	gary.schindler@alschools.org 763-248-1037
Janet Serrano	AIPAC Chair	janet.serrano@alschools.org 507-379-5840
Julie Morkrid	AIPAC Committee	julie.morkrid@alschools.org 507-379-5340
Jen Henschel	Teacher	jennifer.henschel@alschools.org 507-379-5800
Joan Boyenga	Teacher	joan.boyenga@alschools.org 507-379-4974

Kasey Wolters	Parent	kwolters24@gmail.com
		507-383-6235
Vern Teras	Community Member	vernteras@aol.com
		507-373-1188
Bill Barber	Community Member	williamb156@gmail.com
		507-373-2733

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the Achievement and Integration Plan Guide.

Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:
1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

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Goal #1: By June 2029, Albert Lea Area Schools will decrease racial and economic disparities in Reading proficiency rates on district literacy benchmark assessments for all racial/ethnic and economic student groups, while also increasing participation and successful attainment of the Minnesota State Seal of Biliteracy among students of color, ensuring advanced academic achievement opportunities are equitably accessed as overall proficiency standards are maintained or improved.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Aligns to CACR areas:
- All racial and economic achievement gaps between students are closed
- All students graduate from high school
- Prepare students to be lifelong learners

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 # 1.1: Minnesota Bilingual Seals Program

Type of Strategy:
- ☐ Innovative and integrated pre-K-12 learning environments*
- ☐ Family Engagement initiative to increase student achievement
- ☐ Professional development opportunities focused on academic achievement of all students
- ☑ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

- ☐ 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.

Albert Lea High School will implement the Minnesota Bilingual Seals Program as an intentional academic equity strategy to reduce racial and economic disparities in advanced credential attainment. Staff will actively promote, advertise, and encourage multilingual students—particularly students of color and students from low-income backgrounds—to participate in the program. Outreach will include targeted communication with students and families to ensure they understand both the recognition and postsecondary benefits associated with earning a Seal.

To remove barriers to access and expand participation, the District Assessment Coordinator, ALHS language teachers, and Success Coaches will collaborate to provide advising, assessment registration support, and preparation resources. These staff members will work directly with students to explain qualification criteria, outline preparation pathways, and connect participation in the Seals program to broader academic and postsecondary planning. Seal preparation will be embedded within existing language coursework where possible, and students will receive targeted academic language support to strengthen both English literacy and partner-language proficiency.

Through this program, students demonstrate proficiency using qualified assessments such as AAPPL and Extempore. Based on predetermined qualification levels, students may earn a World Language Proficiency Certificate, a Bilingual Gold Seal, or a Bilingual Platinum Seal. In addition to recognition noted on the student's transcript, students may also be eligible to earn college credits depending on the college or university. By expanding equitable access to advanced credentialing opportunities and increasing Seal attainment among historically underserved student groups, Albert Lea High School will leverage the Bilingual Seals Program as a measurable strategy for reducing disparities in academic achievement.

Location of services: *Albert Lea High School and Area Learning Center*

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2028
Based on participation growth from 0 students in 2022 to 24 Spanish-speaking Hispanic/Latinx students in 2026, the district will maintain or exceed the current four-year participation average by sustaining at least 20 Spanish-speaking Hispanic/Latinx students annually taking a qualifying Bilingual Seals assessment.	20	20	20
For Karen-speaking students, the district will maintain consistent annual participation of at least one student taking a qualifying Bilingual Seals assessment, reflecting sustained engagement from 2023–2026.	1	1	1
Based on baseline data from SY23–25, the district will maintain or exceed an annual average of 13 students earning the Bilingual Gold or Platinum Seal by SY28–29, ensuring equitable access for students from historically underrepresented racial, ethnic, and language backgrounds.	13	13	13

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

Strategy Name and # 1.2: Success Coaches

Type of Strategy:
- ☐ Innovative and integrated pre-K-12 learning environments*
- ☑ Family Engagement initiative to increase student achievement
- ☐ Professional development opportunities focused on academic achievement of all students
- ☑ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

- ☐ 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 Achievement and Integration Plan supports the salaries, benefits, and in-district travel for sixteen bilingual or multilingual coaches.
- *Responsible for working with students, families, and school staff to provide educational support services across the district to help ensure student success and eventual graduation.*
  - *Success coaches support at-risk students in the classroom, whether economic challenges or language barriers.*
  - *Success coaches at the middle and high school play an active role in academic proficiency, increasing graduation rates, preventing drop-outs, and promoting career and college readiness.*
  - *Success coaches will promote inter-district opportunities for students and parents.*
- *Work with school staff to identify areas of concern and work with parents and students to address those areas. This may involve home visits at times that are convenient for the family.*
  - *When not working in specific classrooms, the Success coach will be doing 1-1 check-ins and/or working on planning for other program goal areas.*
  - *Success coaches will support the district with promoting cultural differences.*
  - *Success Coaches will be available to provide information to district staff on cultural awareness, knowledge, skills, encounters, and desire.*
- *Work with parents and students regarding school engagement issues, motivation, or other barriers to success.*
  - *Success coaches provide frequent parent communication to our families.*
  - *Success coaches support at-risk students, whether economic challenges or language barriers.*
- *May work with outside agencies to provide information about needed support for parents and students both here and as needed in the collaborative.*
  - *Success coaches may collaborate across districts.*
- *Additional areas of support*

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- ○ *Success coaches will host community outreach events in order to increase communication with families who speak languages other than English.*
- ○ *Success Coaches also coordinate and facilitate Family Engagement events and offer support in school-to-home communication.*

Location of services: *Albert Lea High School, Southwest Middle School, Area Learning Center, Halverson Elementary, Hawthorne Elementary, Lakeview Elementary, Sibley Elementary*

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.	Baseline 2024	Target 2025	Target 2026	Target 2027
The overall four-year graduation rate will increase from 74.2% in 2024 to 78% with no individual racial/ethnic group below 78% by 2027.	74.2	75.2	76.2	77.2
Increase attendance at elementary caregiver/teacher spring conferences for Karen families.	84	85	86	87
Increase attendance at elementary caregiver/teacher spring conferences for Hispanic/Latino families.	78	79	80	81
Maintain a minimum of two family and community engagement opportunities that provides families actionable resources	2	2	2	2

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

Strategy Name and # 1.3: Equitable Access to Effective Instruction through Data-Informed Coaching and Inclusive Practices

Type of Strategy:
- ☐ Innovative and integrated pre-K-12 learning environments*
- ☑ Family Engagement initiative to increase student achievement
- ☐ Professional development opportunities focused on academic achievement of all students
- ☑ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

- ☐ 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.

Albert Lea Area Schools will implement a comprehensive, equity-focused system of instructional improvement to ensure effective teaching, rigorous curriculum, and equitable access to high-quality learning for all students. The district will continue implementation of High Reliability Schools (HRS) Level 1: Safe, Supportive, and Collaborative Culture; Level 2: Effective Teaching in Every Classroom; and Level 3: Guaranteed and Viable Curriculum to establish consistent instructional expectations and aligned curriculum across all schools.

Teachers will receive ongoing evaluations based on multiple measures, including student achievement data, to support continuous improvement. Job-embedded professional development will occur through collaborative teams, coaching cycles, peer observations, and Instructional Rounds aligned to the Marzano Instructional Model. Ongoing data review cycles within the Multi-Tiered Systems of Support (MTSS) framework will guide instructional adjustments and targeted interventions to meet student needs.

Culturally responsive methodologies will be embedded into daily instruction, supported by professional development and application-based coaching. EL teachers will continue co-teaching in core academic classes to support multilingual learners, and access to co-taught Level 3 coursework will be expanded to increase participation in rigorous instruction. These structures ensure students receive both grade-level content and language development support in inclusive settings.

Family engagement will be strengthened through meaningful family nights focused on academic expectations and strategies to support learning at home. District Success Coaches will continue to support students and families, build cultural understanding among staff, and strengthen home-school partnerships. The REACH program for grades 9–11 and Homework/Study Clubs will provide additional academic engagement and support opportunities.

Through aligned systems of effective instruction, data-informed decision-making, expanded access to rigorous coursework, and strengthened family partnerships, the district will reduce disparities in academic achievement and

ensure equitable access to effective teaching and high-quality learning environments for students of color and students from low-income backgrounds.

Location of services: *Albert Lea High School, Southwest Middle School, Area Learning Center, Halverson Elementary, Hawthorne Elementary, Lakeview Elementary, Sibley Elementary*

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2028
By June 2029, Albert Lea Area Schools will see a reduction in racial and economic disparities in reading proficiency across student cohorts, as measured annually by Universal Screener data, demonstrating year-over-year decreases in the proficiency gap between students from historically underrepresented racial/ethnic groups and their white peers, and between students eligible for free or reduced-price meals and their non-FRP peers			
Maintain a minimum of two family and community engagement opportunities that provides families actionable resources	2	2	2

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

Strategy Name and # 1.4: REACH Program

Type of Strategy:
- ☑ Innovative and integrated pre-K-12 learning environments*
- ☐ Family Engagement initiative to increase student achievement
- ☐ Professional development opportunities focused on academic achievement of all students
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

- ☑ 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 REACH Program is a voluntary, in-school program designed to assist students who may need support academically, socially and/or emotionally. The goal of the program is to help at-risk students experience success by learning new life skills to overcome barriers and challenges present in their lives. The REACH Program not only supports these students academically through differentiated instruction, but also helps the students to build skills necessary to reach high school graduation and become successful adults after graduation. Students in this program work closely with the team of Administration, Social Worker, Guidance Counselors and students' families.

The acronym REACH describes the focus of the program:
- *Relationships - A safe place for students to belong and support each other.*
- *Education - Academic support with the goal of graduation.*
- *Accountability - A support network committed to helping students succeed.*
- *Character - Skill-building activities that encourage positive academic and personal growth.*
- *Hard Work - An atmosphere that encourages increasing the level of expectations.*

Location of services: *Albert Lea High School*

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity

and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2028
Increase program retention by improving the percentage of students who remain enrolled in the program from initial entry through graduation. Based on current baseline data in which 5 of the original 22 students have graduated and 1 student remains on track toward graduation, the district will monitor cohort persistence annually and increase the proportion of students who remain in the program through graduation rather than transferring to the Area Learning Center (ALC) or unenrolling.	25%	30%	35%

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

Goal #2: By SY2028-2029, the district will reduce disparities in equitable access to effective and racially/ethnically diverse teachers by leveraging instructional coaching and professional development to improve teacher effectiveness, strengthen culturally responsive practices, and support the retention and impact of teachers.

Goal type: 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.

Aligns to CACR areas:
- All racial and economic achievement gaps between students are closed

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 # 2.1: Instructional Coaching based on an analysis of teacher effectiveness and diversity data by student demographic group

Type of Strategy:
- ☐ Innovative and integrated pre-K-12 learning environments*
- ☐ Family Engagement initiative to increase student achievement
- ☑ Professional development opportunities focused on academic achievement of all students
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
- ☑ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

- ☐ 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 systematically analyze teacher effectiveness and diversity data by student demographic group to identify disparities in access to highly effective and racially/ethnically diverse teachers. This analysis will include disaggregated information on teacher evaluation ratings, years of experience, and demographic characteristics, as well as student assignment patterns across schools, grades, and subject areas. Findings from this data will guide staffing decisions, targeted recruitment, and teacher placement to ensure that students of color and students from low-income backgrounds have equitable access to effective and diverse teachers. The district will monitor trends annually and use this information to inform professional supports, mentoring programs, and retention strategies, creating a feedback loop that strengthens both instructional quality and equitable representation in all classrooms.

The district will leverage instructional coaching to support the equitable distribution of effective and racially/ethnically diverse teachers. Coaches will work directly with teachers, using teacher effectiveness and diversity data to identify classrooms and educators in need of targeted support. Through individualized and small-group coaching, teachers will strengthen culturally responsive instructional practices, improve student engagement, and increase achievement for students of color and students from low-income backgrounds. Instructional coaches will also mentor and support diverse teachers, enhancing retention and maximizing their impact in high-need classrooms. By embedding coaching within a data-informed equity framework, the district ensures decisions that translate into measurable improvements in instructional quality and equitable access for all students.

Location of services: *Albert Lea*

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2028
80% of in-cycle teachers will achieve applying/innovating on 3 out of 4 context design areas of the teacher evaluation system. ● Culturally responsive methodologies are included in elements 31, 32, 39, 41	60	70	80

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

Strategy Name and # 2.2: *Provide professional development focused on cultural competency*

Type of Strategy:
- ☐ Innovative and integrated pre-K-12 learning environments*
- ☐ Family Engagement initiative to increase student achievement
- ☑ Professional development opportunities focused on academic achievement of all students
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

- ☐ 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.

Albert Lea Area Schools will expand and systematize professional development in cultural competency to ensure alignment with all required areas identified by the Minnesota Professional Educator Licensing and Standards Board (PELSB).

The district will offer 6-8 hours of Cultural Competency training to licensed staff. This training will address required components including: understanding one's own cultural identity and implicit bias; recognizing and disrupting systemic inequities in education; developing culturally responsive teaching practices; strengthening cross-cultural communication skills; building inclusive learning environments that affirm students' racial, cultural, linguistic, and socioeconomic identities; and engaging families and communities as partners in student learning.

Through these structured learning opportunities, Albert Lea Area Schools will build educator capacity to create inclusive, culturally affirming environments that improve academic outcomes and strengthen relationships with students, families, and the broader community.

These professional development opportunities will increase the understanding of factors that contribute to achievement gaps and will incorporate strategies that are designed to close those achievement gaps.

Location of services: *Albert Lea*

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2028
80% of Albert Lea Area Schools licensed staff will participate in 6-8 hours of cultural competency training designed in collaboration with MDEs Equity, Diversion, and Inclusion Center (or alternate approved option)	60	70	80

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

Goal #3: The percentage of students able to identify career pathways related to the inter-district integrated STEM enrichment activities they are participating in will increase by 5% each year from a baseline of 82% in 2024-2025 to 95% in 2028-2029.

Goal type: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Aligns to CACR areas:
- All students are ready for career and college
- Prepare students to be lifelong learners

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 # 3.1: Discover Drones

Type of Strategy:
- ☑ Innovative and integrated pre-K-12 learning environments
- ☐ Family Engagement initiative to increase student achievement
- ☐ Professional development opportunities focused on academic achievement of all students
- ☑ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

- ☑ 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.

Students will be exposed to a week-long drone education camp that will give them the opportunity to learn about, build, fly, and race drones. As the program grows, additional week-long sessions will be offered to cover topics such as crop management, aerial photography, and licensed drone operation. The camp will give students the opportunity to connect with students across districts, collaborate, build relationships, and learn about each other's cultural identities. This camp will teach students marketable skills in UAS (Unmanned Aerial Systems) that are highly in demand in a number of career pathways, including agriculture, real estate, law enforcement, government, and marketing. Camps will be offered to students in grades 9-12. Instruction will utilize collaboration, hands-on learning, and varied grouping strategies to support students in increasing their comfort level in interacting with peers from neighboring communities and diverse backgrounds. An application process will be developed and selection will ensure that each district is able to send a proportionate number of students so that the group of participants mirrors the collaborative demographics. Selection of participants will emphasize ensuring access and representation for students who are culturally, linguistically or socio-economically diverse.

Location of services: *Albert Lea*

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
100% of students who attend Discover Drones who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp	100%	100%	100%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of maintaining 80% or higher of students responding that they agree or strongly agree.	>/= 80%	>/= 80%	>/= 80%

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

Strategy Name and # 3.2: Project E3

Type of Strategy:
- ☑ Innovative and integrated pre-K-12 learning environments
- ☐ Family Engagement initiative to increase student achievement
- ☐ Professional development opportunities focused on academic achievement of all students
- ☑ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

- ☑ 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
Project E3: Environmental Science and Engineering for Everyone is an inter-district summer program focused on math and science enrichment. The cohort-based model will allow up to 100 students in grades 4-5 to spend four weeks (12 days) during the summer exploring science and math through interactive, engaging, high-level, hands-on environmental engineering units. Member districts will send student participants and contribute through incentive revenue. Because Austin works purposefully to ensure that the demographics of their participants in Project E3 mirror their demographics (61% students of color), Project E3 offers an opportunity to students in neighboring districts whose enrollment includes less than 10% students of color to have access to programming that reduces cross-district enrollment disparities.

Additionally, Project E3 provides students with the skills and self-confidence needed to explore career pathways in STEM while building relationships with students of culturally, linguistically, and socioeconomically diverse backgrounds from neighboring collaborative districts. Student surveys will be utilized to determine whether these outcomes have been met.

Location of services: *IJ Holton Intermediate School, Austin*

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of students who attend Project E3 who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp will increase by 5% each year.	75%	80%	85%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of 80% of students responding that they agree or strongly agree.	70%	75%	80%
Increase number of student participating each year	2	4	6

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

Strategy Name and # 3.3: Robotics

Type of Strategy:

☑ Innovative and integrated pre-K-12 learning environments
☐ Family Engagement initiative to increase student achievement
☐ Professional development opportunities focused on academic achievement of all students
☑ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC
☐ Recruitment and retention of racially and ethnically diverse teachers and administrators

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

☑ 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:

As a complement to our math, science and engineering program, students from around the collaborative will be recruited to participate in Robotics camps hosted by Southland Public Schools. Students in Grades 6-8 work in inter-district Vex robotics teams through a camp offered by Southland Public Schools in August. Camps will focus on teaching students basic skills, including building a competition robot and participating in a small competition at the end of the week. Student leaders from Southland will help demonstrate and guide younger students as they explore robotics.

Location of services: *Southland Public Schools*

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of students who participate in Robotics who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp will increase by 25% each year.	25%	50%	75%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of 80% of students responding that they agree or strongly agree.	70%	75%	80%
The number of Albert Lea students participating in Robotics will increase by two each year, from 0 in 2026 to 6 in 2029 (disaggregated by race, ethnicity and FRPL).	2	4	6

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

Creating Efficiencies and Eliminating Duplicative Programs

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

Albert Lea Area School's Achievement and Integration Plan creates efficiencies by enabling us and our adjoining districts to jointly plan and implement cross-district opportunities for student learning, interaction, and growth. This plan allows for an intentional focus on the achievement gaps within our district and includes strategies to help meet those goals. This plan creates efficiency by aligning the Achievement and Integration Plan, Goals, and Strategies to other initiatives and funding sources, including the district's Comprehensive Achievement and Civic Readiness goals, American Indian Education Plan, Literacy Plan, Multi-tiered Systems of Support (MTSS) and the district's commitment to Marzano's High Reliability Schools. Through strategic coordination of each of these plans, our district will be able to effectively and efficiently meet our goals. The Achievement and Integration Plan allows us to positively impact the lives of our students and meet our district goals.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

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.*

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: Enter text here.

RIS Name: Enter text here.
Program Contact: Enter name.
Phone: Enter phone number.
Email: Enter email.

RIS Plan Input

Districts with **R**acially **I**dentifiable **S**chools **(RIS)** are required to convene a Community Collaboration Council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Community Collaboration Council for Racially Identifiable School(s)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number

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.
Enter text here.

RIS Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:
1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Enter SMART goal here.
Goal type: Choose one.

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

RIS 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:

☐ 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 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'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 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 2020	Target 2021	Target 2022
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 percent each year. 2019 response rate is 50 percent.	*75%*	*100%*	*100%*
Enter KIP.			
Enter KIP.			
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)). Enter text.