

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: 726 Becker Public Schools

District Integration Status: A

Superintendent: Jeremy Schmidt

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Racially Identifiable Schools within District

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

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

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

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: [Multi-District Collaborative Council \(MDCC\)](#)

1. [ISD 742 St. Cloud RI - Racially Isolated](#)
2. [ISD739 Kimball A - Adjoining](#)
3. [ISD 750 Rocori A - Adjoining](#)
4. [ISD 738 Holdingford A - Adjoining](#)
5. [ISD 726 Becker A - Adjoining](#)
6. [ISD 51 Foley A - Adjoining](#)
7. [ISD 47 Sauk Rapids A - Adjoining](#)
8. [ISD 876 Annandale 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: [Jeremy Schmidt](#)

Signature:

Date Signed:

School Board Chair: [Aaron Jurek](#)

Signature:

Date Signed:

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

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

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

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: [St Cloud Multi-District Collaborative Council \(MDCC\) - St Cloud, Annandale, Becker, Foley, Kimball, ROCORI, Holdingford, Sauk Rapids,-Rice](#) - members from all schools meet at least three times to develop and align our integration plan as well as discuss our A&I plans.

Community Collaboration Council for Racially Identifiable School(s): N/A

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

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: Students receiving Free and Reduced Priced Lunch (FRPL) will increase MCA III reading scores by 8% from 44.7% of students meeting proficiency in 2022 to 52.7% of students meeting proficiency in 2026.

Aligns with WBWF areas:

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

Goal type: Enter one of the following:

- Achievement Disparity

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

Strategies for Goal #1

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

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

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

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

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

Strategy #1: Grade 3-10 Reading Intervention

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

* If you choose this, complete the Integrated Learning Environments section below.

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

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. *Students in grades 3-10 who are not demonstrating grade level reading skills will be provided targeted reading intervention in addition to core curriculum and instruction. Evidence-based intervention programs and strategies are designed to improve reading ability, close the gap with peers, and improve graduation rates and college and career readiness.*

Location of services: *Becker Intermediate School and Becker 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)**

Key Indicators for Strategy #1

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students in reading interventions in grades 3-5 who make accelerated growth from fall to spring as measured by oral reading fluency in reading will increase by 5% each year.	47%	52%	57%
The percentage of students in reading intervention in grades 9-10 who make accelerated growth from fall to spring as measured by FastBridge aReading will increase by 5% each year.	80%	85%	90%
Students receiving FRPL will increase MCA III reading scores by 2% each year from 44.7% of students meeting proficiency in 2022 to 52.7% of students meeting proficiency in 2026.	48.7%	50.7%	52.7%

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

Strategy #2: Data Analysis and Data-driven Decision Making Protocol

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, 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.
- Increases graduation rates.

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.

Enter narrative here. Teachers will be provided professional development designed to support the use of desegregated FASTBridge and other evidence-based data sources to inform differentiated instruction in the classroom.

Location of services: All school sites

Key Indicators for Strategy #2

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of 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%
Percentage of teachers participating in professional development focused on data analysis and data-driven decision-making using an evidence-based data protocol workshops will increase annually by 10%.	80%	90%	100%
Percentage of teachers self-reporting the improved intentional use of disaggregated data to differentiate instruction will increase annually. (Baseline will be determined in 2024)	TBD	TBD	TBD
Students receiving FRPL will increase MCA III reading scores by 2% each year from 44.7% of students meeting proficiency in 2022 to 52.7% of students meeting proficiency in 2026.	48.7%	50.7%	52.7%

Strategy #3 Professional Development on Evidence-based Student Engagement Strategies, Blended Learning and Instructional Technology

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- 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, 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.
- 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.

Enter narrative here. Research supports the use of evidence-based student engagement strategies, including blended learning and the integrated use of technology, to increase student achievement, differentiate instruction and increase graduation rates. Teachers in Becker Public Schools will engage in ongoing professional development focused on student engagement, blended learning and instructional technology with expectations, developed in collaboration with teacher leaders, of increased levels of implementation each year.

Location of services: All school sites

Key Indicators for Strategy #3

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of 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%
Percentage of teachers participating in professional development focused on student engagement will increase each year by 10%.	80%	90%	100%
The percentage of teachers self reporting their implementation of instructional technology will increase annually. (Baseline will be determined in 2024 SY)	TBD	TBD	TBD
The number of teachers trained in a blended learning instructional model will increase each year by at least 10 teachers.	10	20	30

Goal #2: The percentage of students with access to teachers implementing evidence-based engagement strategies and instructional technology consistently will increase by 2026.

*Baseline will be established in year 1 of this plan

Aligns with WBWF area: Enter one of the following:

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

Goal type: Enter one of the following:

- Teacher Equity

Strategies for Goal #2

Strategy #1 Professional Development on Evidence-based Student Engagement Strategies, Blended Learning and Instructional Technology

Type of Strategy: Enter one of the following types of strategies:

- 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, 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 graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

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.

Enter narrative here. Teachers will engage in professional development focused on evidence-based engagement strategies, blended learning and instructional technology designed to strengthen instruction to meet the diverse needs of all students. Implementation expectations will be developed collaboratively between administrators and teachers to ensure all students have access to effective teachers.

Location of services: All school sites

Key Indicators for Strategy #1

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of 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%
Percentage of teachers participating in professional development focused on student engagement, blended learning and instructional technology will increase each year by 10%.	80%	90%	100%
The percentage of teachers self reporting their implementation of evidence-based engagement strategies and instructional technology will increase annually. (Baseline will be determined in 2024 SY)	TBD	TBD	TBD
The number of teachers trained in a blended learning instructional model will increase each year by at least 10 teachers.	10 Teachers	20 Teachers	30 Teachers

Goal #3: The number of students enrolled in Becker Public Schools involved in cross-district multicultural learning opportunities will increase by 10% each year 2023- 2026.

*Baseline will be established in year 1 of this plan

Aligns with WBWF area: Enter one of the following:

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

Goal type: Enter one of the following:

- Integration

Strategies for Goal #3

Strategy #1 Common Ground Cultural Communication Collaborative

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, 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 checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" 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.

Enter narrative here. Becker High School students will participate in the Common Ground Cultural Communication Collaborative. This collaborative, through St. Cloud State University, facilitates this opportunity to connect and empower students to break down social and cultural barriers within the community and beyond. They engage in discussions and activities that celebrate differences while recognizing similarities in each other. Students from St. Cloud State University, Foley, ROCORI, St. Cloud Tech, St. Cloud Apollo, Kimball, and Becker participate at alternating district sites. Location of services: Alternating participating districts

Key Indicators for Strategy #1

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of 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%
The number of Becker students participating in Common Ground will increase from 12 students in 2023 to 18 students in 2026.	12 students	15 students	18 students

Strategy #2 Cross District Collaborative Experiences

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, 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 instruction will be delivered, and where will this take place.

Enter narrative here. Becker schools will participate in cross district collaborative experiences with St Cloud schools. Possible experiences may include One District One Book, a program designed to create a shared reading experience across our school community. In this program, a common book is selected through a collaborative process and each participating child receives a copy of the book to be read at home with an adult. The program provides a calendar and

activities for families to follow that support literacy. Additionally, some classes may engage with other area classrooms via technology to discuss the book. Other collaborative experiences could include cross district pen pals, shared author studies or American Indian Storytelling Artists in Residence. These experiences all support learning about various cultures, a requirement articulated in the state academic standards, and sharing a common experience that celebrates differences while recognizing we all have things in common.

Location of services: Various participating schools/districts

Key Indicators for Strategy #2

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of 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%
Increase the number of Becker students participating in cross-district collaborative experiences with our adjoining districts. (Baseline is 0)	25 students	50 students	75 students
Increase the number of cross-district collaborative experience opportunities with our adjoining districts. (Baseline is 0)	2 Experiences	3 Experiences	4 Experiences

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)). This plan will create efficiencies and eliminate duplicative programs by ensuring district representation and participation at Multi-District Collaboration Council (MDCC) meetings. At these meetings, resources and efforts are shared and cross-district integrative efforts are coordinated. The district does not have the resources to accomplish the goals of achievement-gap reduction without the support of the collaborative. This plan also creates efficiencies within the district by fully coordinating with and supporting the district World’s Best Workforce goals. Some of these are already supported by Alternative Delivery of Specialized Instructional Services (ADSIS) and Title 1. Through this collaboration, the district is provided with otherwise unavailable resources for additional reading intervention, professional development, and classroom educational experiences to increase student academic achievement and cross-cultural fluency.