

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

District ISD# and Name: 0857 Lewiston - Altura

District Integration Status: Choose status.

Superintendent: Gwen Porter

Phone: 5007-522-3401

Email: gporter@lewalt.k.12.mn.us

Plan submitted by: Gwen Porter

Title: Superintendent

Phone: 507-522-3401

Email: gporter@lewalt.k12.mn.us

Partnering Districts

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

1. **0861 Winona Area Public Schools**

Choose district status.

2. Enter text here. Choose district status.

3. Enter text here. Choose district status.

4. Enter text here. Choose district status.

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

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 (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.

1. Enter text here.

2. Enter text here.

3. Enter text here.

4. Enter text here.

5. 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.

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: Gwen Porter

Signature:

Date Signed: 05/11/2026

School Board Chair: Enter name.

Signature:

Date Signed: 05/11/2026

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](#).

Multidistrict Collaboration Council

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

Name	Position/Role	Email/Phone Number
Brad Berzinski	WAPS Superintendent	Brad.berzinski@winona.k12.mn.us 507-494-0861
Cory Hanson	Lewiston – Altura HS Principal	chanson@lewalt.k12.mn.us 507-522-3232
Gwen Porter	Lewiston – Altura Superintendent	gcarman@lewalt.k12.mn.us 507-522-3401
Dave Riebel	Lewiston – Altura Elementary Principal	driebel@lewalt.k12.mn.us 507-522-3213

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.

After the first year of our A & I program, it was agreed that a priority need is supporting our non English speaking parents and helping them understand their students' needs, and resources available. This is particularly true with early childhood families. Moving forward, we hope to continue to build on strategies to meet these needs, in addition to developing leadership skills in the upper grades.

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)).

Goal #1: The districtwide reading achievement gap for white students in comparison to Hispanic/Latino students as measured by the percent of students meeting or exceeding proficiency on the 2026 MCAs will go from 1.6% in 2025 to 0.5% in 2027.

Goal type: Achievement Disparity

Goal #2: Lewiston – Altura Public Schools will go from <5 nonwhite licensed and unlicensed staff in March 2025 to 10 in March 2028.

Goal type: Teacher Equity

Goal #3: At least 20 Lewiston – Altura High School students with various racial identities will strengthen their leadership skills by participating in the 2026 Civic Engagement and Leadership Conference sponsored by Winona State University in 2027, 2028 and 2029.

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).

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

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

Strategy Name and # Hire a Student Success Liaison

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

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.

A bi-lingual Student Success Liaison will be hired to support PK-12 students and parents/guardians with their transition to our district. The priorities will be to facilitate communications between students, school staff and parent/guardians to problem solve and reduce barriers to help assure student success. If students are feel supported, needs are being addressed and barriers are reduced, they are more likely to achieve academically.

Location of services: Lewiston-Altura Elementary and High School will be a base, while the Liaison will also make home visits, meet in locations preferred by parents/guardians.

Enter Strategy Name and #2 : Expanded advertising and recruitment of nonwhite and/or bi-lingual staff candidates.

Choose the type of Strategy:

Option 1: Innovative and integrated pre-K-12 learning environments. * *If you choose this, complete the **Integrated Learning Environments** section below.*

Option 2: Family engagement initiatives to increase student achievement.

Option 3: Professional development opportunities focused on academic achievement of all students.

Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Option 6: Equitable access to effective and more diverse teachers.

Narrative. Lewiston – Altura Schools will further develop strategies to identify through expanded outreach and advertising strategies to identify strong candidates/hires who are nonwhite and/or bi-lingual for teaching and nonlicensed positions.

Enter location of services: Lewiston – Altura Public Schools _____

Lewiston – Altura Schools will further develop strategies to identify strong candidates/hires who are nonwhite and/or bi-lingual for teaching and nonlicensed positions.

Enter Strategy Name and #3 : Develop and strengthen student leadership skills.

Choose the type of Strategy:

Option 1: Innovative and integrated pre-K-12 learning environments. * *If you choose this, complete the **Integrated Learning Environments** section below.*

Option 3 Increase cultural fluency, competency and interaction.

Option 2: Family engagement initiatives to increase student achievement.

Option 3: Professional development opportunities focused on academic achievement of all students.

Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Option 6: Equitable access to effective and more diverse teachers.

Narrative description of this strategy. Lewiston – Altura students with diverse ethnic backgrounds will attend the 2027, 2028, and 2092 Civic and Leadership Conference at Winona State University. They will do this with a similar group of students from WAPS. Follow up activities to reinforce key concepts and skills will be jointly done. In addition, the groups will tour designated area manufacturing job sites to learn more about potential career opportunities.

Enter location of services: Lewiston – Altura Public Schools, Winona Area Public Schools, Winona State University, tours/visits with WAPS student to manufacturing job sites.

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The districtwide reading achievement gap for white students in comparison to Hispanic/Latino students as measured by the percent of students meeting or exceeding proficiency on the 2026 MCAs will go from 1.6% in 2025 to 0% in 2027, 2028 and 2029.	0%	0%	0%
Lewiston – Altura Public Schools will go from <5 nonwhite licensed and unlicensed staff in March 2025 to 10 in March 2029.	6	8	10
At least 20 Lewiston – Altura High School students with various racial identities will strengthen their leadership skills by participating in the 2027, 2028 and 2029 Civic Engagement and Leadership Conference sponsored by Winona State University.	20	20	20

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)). **Lewiston – Altura staff will work in partnership with WAPS staff to support the goals of our plans. We will coordinate joint activities as much as possible. The Student Success Liaison will provide leadership in this work, in conjunction with WAPS student support personnel.**
