DEPARTMENT OF EDUCATION

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

District ISD# and Name: Bemidji Area Schools #31
District Integration Status: Racially Identifiable School (RIS)
Superintendent: Jeremy Olson
Phone: 218-407-9645

Email: dr_jeremy_olson@isd31.net
Plan submitted by: Jeremy Olson
Title: Superintendent
Phone: 218-407-9645
Email: dr_jeremy_olson@isd31.net

Partnering Districts

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

1. Enter text here. 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. JW Smith
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.

School Board Chair: **Todd Haugen**

Signature:

Date Signed:

Superintendent: **Jeremy Olson**

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 (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).

The Achievement and Integration plan must be incorporated into the district's comprehensive strategic plan under section 120B.11 (Minnesota R 124D.961 subp. 2a)

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.

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:

We used a combined approach in which the American Indian Parent Advisory Committee had representation and knowledge of JW Smith

Veronica Veaux (Chair)
Jamie Copenace
Anna Hamann

Julie Laitala

Mary "Stephany" Morgan

Bridgette Branchaud

 Jordan Hickman

Non-Members Present:

Sonia Wadena

Mariah Butcher

Colleen Cardenuto

Jeremy Olson

Enter text here.

Submitting this Plan

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

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

Achievement and Integration Goals

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: Bemidji Area Schools will increase Free/Reduced elementary reading proficiency as measured by MCA-IV from ___ in Spring 2026 to ___ in Spring 2029.

Goal type: Achievement Disparity

CACR Goal Alignment: Closing Academic Achievement Gap

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

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 <mark>#1 Student Support</mark>

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.

The need for student support has continued to rise in recent years. During COVID, we added three social worker positions across the district to help meet our students' needs. These positions were originally funded through ESSER dollars and have proven to be highly effective in supporting students. As those funds are no longer available, we are seeking to maintain up to three social worker positions to continue serving the students of Bemidji Area Schools.

These staff members focus on students' social, emotional, and foundational needs. Based on Maslow's hierarchy of needs, we understand that students must have their basic needs met before they can fully engage and succeed academically. In practice, we have seen that some of our most vulnerable students require additional supports to access their school day.

We have had these supports in place for the past few years and are now working to identify a sustainable funding source to maintain these vital resources for our students. Our social workers build relationships, foster trust, and create the support necessary for students to thrive in the learning environment. By addressing foundational needs, we enable students to focus on achieving their academic potential.

Location of services: District-Wide
Strategy Name and # <mark>#2 MTSS Support Personnel</mark>

4

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

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We are interested in expanding our student intervention services to better support academic growth. Intervention services are implemented when a student is identified through the formative assessment process and/or classroom observation as needing additional support. Once identified, a series of classroom-based interventions are provided. If these initial interventions do not lead to adequate progress, an interventionist is brought in to work with the student. Interventionists provide targeted, individualized support—either in small groups or one-on-one—to help students close learning gaps.

We would like to use this funding to increase the number of interventionists available, allowing us to reach more students who are struggling academically. Students who receive intervention services consistently demonstrate stronger academic growth and are more likely to get back on track.

Intervention services are a critical component of our strategy to improve student learning and achievement. Research continues to show that early intervention and a strong Multi-Tiered System of Supports (MTSS) framework are key to promoting academic success. Therefore, the district is seeking to expand access to interventionists through this funding opportunity.

Location of services: District-Wide

Strategy Name and # #3 Teachers (replace ESSER funded positions)

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.

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☐ 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.

To keep class sizes at a reasonable level to allow for the personalization of learning and academic success, funds will be used to replace teachers previously funded under ESSER. This follows district goals on reducing class sizes. Up to three classroom reduction teachers will be funded to keep class sizes low to help accomplish academic and classroom atmosphere initiatives.

Location of services: District-Wide

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.

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of students that "meet" MCA in math will increase by 2% each year			
The percentage of Free/Reduced students that "meet" MCA in reading will increase by 2% each year.	35.6%	37.6%	39.6%
Enter KIP.			

Key Indicators of Progress (KIP)
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.

Goal #2: Bemidji Area Schools will increase Free/Reduced Students/(district-wide) mathematics proficiency as measured by MCA-III from ___ in Spring 2026 to ___ in Spring 2029.
Goal type: Achievement Disparity
CACR Goal Alignment: Closing Academic Achievement Gap

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

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 # <mark>#1 Student Support</mark>

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.

The need for student support has continued to rise in recent years. During COVID, we added three social worker positions across the district to help meet our students' needs. These positions were originally funded through ESSER dollars and have proven to be highly effective in supporting students. As those funds are no longer available, we are seeking to maintain up to three social worker positions to continue serving the students of Bemidji Area Schools.

These staff members focus on students' social, emotional, and foundational needs. Based on Maslow's hierarchy of needs, we understand that students must have their basic needs met before they can fully engage and succeed academically. In practice, we have seen that some of our most vulnerable students require additional supports to access their school day.

We have had these supports in place for the past few years and are now working to identify a sustainable funding source to maintain these vital resources for our students. Our social workers build relationships, foster

trust, and create the support necessary for students to thrive in the learning environment. By addressing foundational needs, we enable students to focus on achieving their academic potential.

Location of services: District-Wide
Strategy Name and # <mark>#2 MTSS Support Personnel</mark>

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

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We would like to use this funding to increase the number of interventionists available, allowing us to reach more students who are struggling academically. Students who receive intervention services consistently demonstrate stronger academic growth and are more likely to get back on track.

Intervention services are a critical component of our strategy to improve student learning and achievement. Research continues to show that early intervention and a strong Multi-Tiered System of Supports (MTSS) framework are key to promoting academic success. Therefore, the district is seeking to expand access to interventionists through this funding opportunity.

Location of services: District-Wide

Strategy Name and # <mark>#3 Teachers (replace ESSER funded positions)</mark>

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:

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To keep class sizes at a reasonable level to allow for the personalization of learning and academic success, funds will be used to replace teachers previously funded under ESSER. This follows district goals on reducing class sizes. Up to three classroom reduction teachers will be funded to keep class sizes low to help accomplish academic and classroom atmosphere initiatives.

Location of services: District-Wide

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.

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of students that "meet" MCA in math will increase by 2% each year	30.3%	32.3%	34.3%
The percentage of students that "meet" MCA in reading will increase by 2% each year.			
Enter KIP.			

Key Indicators of Progress (KIP)

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.

Goal #3: Bemidji Area Schools will increase the graduation rate for all students from 80.6% in 2025 to 85% in 2029.
Goal type: Integration
CACR Goal Alignment: All Students Graduate

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

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.

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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 # ==#2 MTSS Support Personnel==

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:

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Intervention services are a critical component of our strategy to improve student learning and achievement. Research continues to show that early intervention and a strong Multi-Tiered System of Supports (MTSS) framework are key to promoting academic success. Therefore, the district is seeking to expand access to interventionists through this funding opportunity.

Location of services: District-Wide

Strategy Name and # #1 Student Support

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

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Location of services: District-Wide

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.

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The graduation gap between American Indian students and all students will decrease by 4%. Baseline gap is 21%	17%	13%	9%
Enter KIP.			
Enter KIP.			

Key Indicators of Progress (KIP)
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.

Goal #4: Bemidji Area Schools will provide 4 high quality professional development days as measured by the district staff development calendar from 2026 to 2029.
Goal type: Teacher Equity
CACR Goal Alignment: Prepare Students For Lifelong Learning

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

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).

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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 # #4 Improve Professional Development

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

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

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Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

We are working to provide a high-quality professional development program for our staff through an aligned and comprehensive staff development plan. This work will take time as we transition from a siloed approach to a more collaborative system that connects Q Comp, staff development, and technology integration.

Our goal is to offer teachers meaningful opportunities for both leadership and growth. Through our Q Comp plan, we are supporting teacher leadership, while our staff development process allows for individualized professional learning. We have already begun this work by realigning Q Comp positions to promote collaboration and strengthen our teaching and learning processes. Additionally, we are developing a staff development calendar to better coordinate our efforts and maximize impact on classroom instruction.

We plan to expand our onsite professional development offerings, focusing on technology integration, culturally responsive teaching, and best practices in reading and math instruction. We aim to strengthen these opportunities to better support our teachers and enhance instructional quality.

Ultimately, our goal is to improve the quality of teaching and, in turn, student learning outcomes. We have made significant investments in the science of reading for both core and special education teachers, and we are committed to sustaining this work to ensure it leads to lasting improvements in student achievement.

Location of services: District-Wide

Strategy Name and # #5 Improve Curriculum

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.

Bemidji Area Schools has identified the need to strengthen the district's core curriculum and implement evidence-based instructional practices in a systematic and sustainable manner across all grade levels, PreK–12. To guide this work, a district committee was convened to determine the most effective approach and selected the Marzano process as the framework for curriculum development and alignment.

Through this process, each grade level identifies its priority standards and integrates the remaining standards within a cohesive instructional framework. Following this, proficiency scales are developed to clearly articulate the knowledge and skills students are expected to demonstrate at varying levels of mastery.

Currently, grade-level teams are developing aligned assessments and preparing to use assessment data to inform instruction, guide targeted interventions, and extend learning opportunities for all students. While this work is ongoing, the district has already observed measurable improvements and positive outcomes resulting from these efforts.

The Marzano Curriculum Process directly supports Bemidji Area Schools' goals for both academic achievement and integration. By establishing a unified, evidence-based curriculum framework across all grade levels, the district ensures that every student—regardless of background, school, or program—has equitable access to high-quality instruction and clearly defined learning expectations. This systemic approach promotes consistency in teaching and learning, reducing variability and closing opportunity gaps among student groups.

Furthermore, the use of proficiency scales and aligned assessments enables teachers to monitor student progress with greater precision, identify learning needs early, and implement targeted interventions that support continuous growth. This data-driven approach not only enhances academic achievement but also advances the district's integration goals by ensuring that all students receive the resources, instruction, and supports necessary to reach their full potential.

Location of services: District-Wide

Strategy Name and # #6 Implementation of READ Act

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.

The Minnesota Read Act is designed to increase student achievement by ensuring that all students receive high-quality, evidence-based literacy instruction grounded in the science of reading. By the end of this year, the majority of our staff will be trained through **CAREIALL**, and we will continue to integrate this work within our curriculum process. By aligning teacher training, curriculum, assessment, and intervention systems under a unified, evidence-based framework, the Read Act strengthens foundational literacy skills and promotes consistent instructional practices across classrooms.

This training establishes a common, research-based approach to reading instruction, ensuring that all students receive high-quality teaching and targeted interventions when needed. With an intentional focus on equity and inclusion, our educators are gaining the knowledge and skills necessary to effectively meet the needs of our diverse learners. We remain committed to continued professional learning and to achieving our goal of ensuring that all students read proficiently at or above grade level.

Location of services: District-Wide

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.

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of students that "meet" MCA in reading will increase by 2% each year.	47.7%	49.7%	51.7%

Enter KIP.			
Enter KIP.			

Key Indicators of Progress (KIP)

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)). This plan ties together and creates efficiencies through the integration of our Q comp plan, Professional Development Plan, READ Act Training, Curriculum Planning, and Educational Plan. We are trying to make efficiencies and combine resources to make substantial educational progress.

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: Bemidji Area Schools #31
RIS Name: J.W. Smith Elementary
Program Contact: Jeremy Olson
Phone:218-407-9645
Email: dr_jeremy_olson@isd31.net

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).

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.

Community Collaboration Council for Racially Identifiable School(s): 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: Bemidji Area Schools will increase Free/Reduced students elementary reading proficiency as measured by MCA-IV from ___ in Spring 2026 to ___ in Spring 2029.

Goal type: Achievement Disparity
CACR Goal Alignment: Achievement.

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 Name and #1 Student Support

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

The need for student support has continued to rise in recent years. During COVID, we added three social worker positions across the district to help meet our students' needs. These positions were originally funded through ESSER dollars and have proven to be highly effective in supporting students. As those funds are no longer available, we are seeking to maintain up to three social worker positions to continue serving the students of Bemidji Area Schools.

These staff members focus on students' social, emotional, and foundational needs. Based on Maslow's hierarchy of needs, we understand that students must have their basic needs met before they can fully engage

and succeed academically. In practice, we have seen that some of our most vulnerable students require additional supports to access their school day.

We have had these supports in place for the past few years and are now working to identify a sustainable funding source to maintain these vital resources for our students. Our social workers build relationships, foster trust, and create the support necessary for students to thrive in the learning environment. By addressing foundational needs, we enable students to focus on achieving their academic potential.

Location of services: District-Wide

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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of students that "meet" MCA in math will increase by 2% each year			
The percentage of students that "meet" MCA in reading will increase by 2% each year.	12%	14%	16%
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.

RIS Goal #2: The percentage of JW Smith third graders who transition to Gene Dillon Elementary for grade 4 will maintain or increase from _____ in Spring 2026 to _____ in Spring 2029.

Goal type: Integration
CACR Goal Alignment: Equitable Student Transition

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

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 # #1 MTSS Support Personnel

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.

We are interested in expanding our student intervention services to better support academic growth. Intervention services are implemented when a student is identified through the formative assessment process and/or classroom observation as needing additional support. Once identified, a series of classroom-based interventions are provided. If these initial interventions do not lead to adequate progress, an interventionist is brought in to work with the student. Interventionists provide targeted, individualized support—either in small groups or one-on-one—to help students close learning gaps.

We would like to use this funding to increase the number of interventionists available, allowing us to reach more students who are struggling academically. Students who receive intervention services consistently demonstrate stronger academic growth and are more likely to get back on track.

Intervention services are a critical component of our strategy to improve student learning and achievement. Research continues to show that early intervention and a strong Multi-Tiered System of Supports (MTSS) framework are key to promoting academic success. Therefore, the district is seeking to expand access to interventionists through this funding opportunity.

Location of services: District-Wide

Strategy Name and # #2 Student Support

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.

The need for student support has continued to rise in recent years. During COVID, we added three social worker positions across the district to help meet our students' needs. These positions were originally funded through ESSER dollars and have proven to be highly effective in supporting students. As those funds are no longer available, we are seeking to maintain up to three social worker positions to continue serving the students of Bemidji Area Schools.

These staff members focus on students' social, emotional, and foundational needs. Based on Maslow's hierarchy of needs, we understand that students must have their basic needs met before they can fully engage and succeed academically. In practice, we have seen that some of our most vulnerable students require additional supports to access their school day.

We have had these supports in place for the past few years and are now working to identify a sustainable funding source to maintain these vital resources for our students. Our social workers build relationships, foster trust, and create the support necessary for students to thrive in the learning environment. By addressing foundational needs, we enable students to focus on achieving their academic potential.

Location of services: District-Wide

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.

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The graduation gap between Free/Reduced students and all students will decrease by 4%. Baseline gap is 21%	14%	10%	6%
Enter KIP.			
Enter KIP.			

Key Indicators of Progress (KIP)
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.

RIS Goal #3: Bemidji Area Schools will increase the graduation rate for all students from 80.6% in 2025 to 85% in 2029.

Goal type: Integration
CACR Goal Alignment: All Students Graduate

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

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 # <mark>#1 MTSS Support Personnel</mark>

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.
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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.

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We would like to use this funding to increase the number of interventionists available, allowing us to reach more students who are struggling academically. Students who receive intervention services consistently demonstrate stronger academic growth and are more likely to get back on track.

Intervention services are a critical component of our strategy to improve student learning and achievement. Research continues to show that early intervention and a strong Multi-Tiered System of Supports (MTSS) framework are key to promoting academic success. Therefore, the district is seeking to expand access to interventionists through this funding opportunity.

Location of services: District-Wide

Strategy Name and # <mark>#2 Student Support</mark>

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.

The need for student support has continued to rise in recent years. During COVID, we added three social worker positions across the district to help meet our students' needs. These positions were originally funded through ESSER dollars and have proven to be highly effective in supporting students. As those funds are no longer available, we are seeking to maintain up to three social worker positions to continue serving the students of Bemidji Area Schools.

These staff members focus on students' social, emotional, and foundational needs. Based on Maslow's hierarchy of needs, we understand that students must have their basic needs met before they can fully engage and succeed academically. In practice, we have seen that some of our most vulnerable students require additional supports to access their school day.

We have had these supports in place for the past few years and are now working to identify a sustainable funding source to maintain these vital resources for our students. Our social workers build relationships, foster trust, and create the support necessary for students to thrive in the learning environment. By addressing foundational needs, we enable students to focus on achieving their academic potential.

Location of services: District-Wide

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.

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The graduation gap between American Indian students and all students will decrease by 4%. Baseline gap is 21%	17%	13%	9%
Enter KIP.			
Enter KIP.			

Key Indicators of Progress (KIP)

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.

RIS Goal #4: Bemidji Area Schools will provide 4 high quality professional development days as measured by the district staff development calendar from 2026 to 2029.
Goal type: Teacher Equity
CACR Goal Alignment: Prepare Students For Lifelong Learning

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

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 # <mark>#4 Improve Professional Development</mark>

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

☐ Increases cultural fluency, competency, and interaction.
☐ Increases graduation rates.
☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what

this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

We are working to provide a high-quality professional development program for our staff through an aligned and comprehensive staff development plan. This work will take time as we transition from a siloed approach to a more collaborative system that connects Q Comp, staff development, and technology integration.

Our goal is to offer teachers meaningful opportunities for both leadership and growth. Through our Q Comp plan, we are supporting teacher leadership, while our staff development process allows for individualized professional learning. We have already begun this work by realigning Q Comp positions to promote collaboration and strengthen our teaching and learning processes. Additionally, we are developing a staff development calendar to better coordinate our efforts and maximize impact on classroom instruction.

We plan to expand our onsite professional development offerings, focusing on technology integration, culturally responsive teaching, and best practices in reading and math instruction. We aim to strengthen these opportunities to better support our teachers and enhance instructional quality.

Ultimately, our goal is to improve the quality of teaching and, in turn, student learning outcomes. We have made significant investments in the science of reading for both core and special education teachers, and we are committed to sustaining this work to ensure it leads to lasting improvements in student achievement.

Location of services: District-Wide

Strategy Name and # #5 Improve Curriculum

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.

Bemidji Area Schools has identified the need to strengthen the district's core curriculum and implement evidence-based instructional practices in a systematic and sustainable manner across all grade levels, PreK–12. To guide this work, a district committee was convened to determine the most effective approach and selected the Marzano process as the framework for curriculum development and alignment.

Through this process, each grade level identifies its priority standards and integrates the remaining standards within a cohesive instructional framework. Following this, proficiency scales are developed to clearly articulate the knowledge and skills students are expected to demonstrate at varying levels of mastery.

Currently, grade-level teams are developing aligned assessments and preparing to use assessment data to inform instruction, guide targeted interventions, and extend learning opportunities for all students. While this work is ongoing, the district has already observed measurable improvements and positive outcomes resulting from these efforts.

The Marzano Curriculum Process directly supports Bemidji Area Schools' goals for both academic achievement and integration. By establishing a unified, evidence-based curriculum framework across all grade levels, the district ensures that every student—regardless of background, school, or program—has equitable access to high-quality instruction and clearly defined learning expectations. This systemic approach promotes consistency in teaching and learning, reducing variability and closing opportunity gaps among student groups.

Furthermore, the use of proficiency scales and aligned assessments enables teachers to monitor student progress with greater precision, identify learning needs early, and implement targeted interventions that support continuous growth. This data-driven approach not only enhances academic achievement but also advances the district's integration goals by ensuring that all students receive the resources, instruction, and supports necessary to reach their full potential.

Location of services: District-Wide

Strategy Name and # #6 Implementation of READ Act

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.

The Minnesota Read Act is designed to increase student achievement by ensuring that all students receive high-quality, evidence-based literacy instruction grounded in the science of reading. By the end of this year, the majority of our staff will be trained through **CAREIALL**, and we will continue to integrate this work within our curriculum process. By aligning teacher training, curriculum, assessment, and intervention systems under a unified, evidence-based framework, the Read Act strengthens foundational literacy skills and promotes consistent instructional practices across classrooms.

This training establishes a common, research-based approach to reading instruction, ensuring that all students receive high-quality teaching and targeted interventions when needed. With an intentional focus on equity and inclusion, our educators are gaining the knowledge and skills necessary to effectively meet the needs of our

diverse learners. We remain committed to continued professional learning and to achieving our goal of ensuring that all students read proficiently at or above grade level.

Location of services: District-Wide

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.

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of students that "meet" MCA in reading will increase by 2% each year.	47.7%	49.7%	51.7%
Enter KIP.			
Enter KIP.			

Key Indicators of Progress (KIP)

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 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.