

## Achievement and Integration Plan

### July 1, 2026 to June 30, 2029

**District ISD# and Name:** Rockford Area Schools 883

**District Integration Status:** A - Adjoining

**Superintendent:** Dr. Jeffery P. Ridlehoover

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**Plan submitted by:** Dr. Jeffery P. Ridlehoover

Title: Superintendent

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### 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. Anoka-Hennepin ISD #11 (RI - Racially Isolated)
2. Buffalo-Hanover-Montrose ISD #877 (A - Adjoining)
3. Brooklyn Center ISD #286 (RI - Racially Isolated)
4. Elk River ISD #728 (A - Adjoining)
5. Fridley ISD #14 (RI - Racially Isolated)
6. Osseo Area Schools #279 (RI - Racially Isolated)

Provide the name of your integration collaborative if you have one: Northwest Suburban Integration School District (NWSISD)

### School Board Approval

We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Dr. Jeffery P. Ridlehoover**

Signature:

Date Signed: Enter date.

School Board Chair: **Jessica Johnson**

Signature:

Date Signed: Enter date.

## 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](#).

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.

In accordance with Minnesota Rules 3535.0160 and 3535.0170, the Rockford Area Schools American Indian Parent Advisory Committee (AIPAC) designated Perry Buffie to serve as its representative to the Community Collaboration Council, unless or until another AIPAC member is appointed by the committee.

The Superintendent met with the AIPAC liaison on February 4, 2026 to review the Northwest Suburban Integration School District (NWSISD) Achievement and Integration Plan.

**Multidistrict Collaboration Council:** Rockford Area Schools is a proud member of the Northwest Suburban Integration School District (NWSISD), which is our Multidistrict Collaboration Council. Membership includes Anoka-Hennepin ISD 11 (Tom Shaw), Brooklyn Center Public Schools (Jena Carlson), Buffalo-Hanover-Montrose Public Schools (Nancy Eiyneck), Fridley Public Schools (Amy Cochran), ISD 728 (Kelly Corbett), Michael Walker (Osseo Area Schools), and Rockford Area Schools (Jeffery P. Ridlehoover). This council meets 2-4 times annually for consortium collaboration. In specific preparation for the 2026-2029 A&I plans, the council met on October 15, 2025, December 10, 2025, and February 11, 2026. MDE staff members, Venessa Moe, Sarah Scofield, and Thandeka Chiinze attended the December 10 meeting to provide additional support and guidance.

## 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](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

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## 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 performance of Rockford Elementary Arts Magnet School (REAMS) students, grades 3 and 4, who identify as BIPOC, and begin the academic year in the On Track/Low Risk/Some Risk categories of the Fastbridge aReading assessment will make at least one year of growth as measured by Fastbridge metrics. For those students who begin the academic year in the High Risk category, they will make more than one year of growth based on the same metrics (because this is year one of this goal, and as a three-year baseline average is determined, we will begin with at least 70% reaching the metrics of this goal).

**Goal type:** 1 - Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

**Goal #2:** Rockford Area Schools will annually promote and provide the opportunity to participate in job-embedded professional development to 100% of licensed teachers that “shows evidence of self-reflection and discussion of the following topics in a way that deepens teachers’ understanding of their own frames of reference, potential bias in these frames, and impact of bias on expectations for relationships with students, students’ families, and school communities.” (PELSB)

**Goal type:** 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.

**Goal #3:** The annual number of Rockford Area Schools students participating in NWSISD programming, as reported in the annual “NWSISD Participation Summary” will remain within 10-15% of the current five year average of 296 students.

**Goal type:** 3 - Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

## Strategies

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

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

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

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

**Strategy #1:** Rockford Area Schools will utilize the Minnesota open enrollment statute and process and will make use of desegregation transportation legislation to promote racial integration across the NWSISD collaborative using the NWSISD magnet school systems and structures.

**Type of Strategy:** Innovative and integrated Pre-K through Grade 12 learning environments.

**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 graduation rates.                         |
| <input checked="" type="checkbox"/> Provides school enrollment choices.  | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input checked="" 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.

NWSISD magnet schools are free public Pre-K to Grade 12 schools of choice operated by the collaborative districts. The magnet schools are designed to provide opportunities for students to learn in an integrated environment that provides rigorous course work for all students. The magnet schools' curriculum is aligned to one of the three themes including the Arts, STEM/STEAM, or International Baccalaureate (IB). The NWSISD magnet schools do not have entrance criteria and eligibility is based on student interest in the thematic areas resulting in students enrolling from a wide array of backgrounds. The NWSISD magnet system is unique in the fact that it uses both racially identifiable schools and non-racially identifiable schools to move students across district boundaries seeking racial integration.

Rockford Area Schools will continue to open Rockford Elementary Arts Magnet School (REAMS), Rockford Middle School - Center for Environmental Studies, and Rockford High School - IB World School up for participation in the NWSISD magnet school system.

Rockford Area Schools will utilize the desegregation transportation legislation to promote racial integration across the NWSISD collaborative using the NWSISD magnet school transportation system.

Additionally, NWSID provides member districts with a variety of opportunities to promote career and college readiness including college visits, mentorship programs, college and career conference,, career-based clubs, volunteer opportunities, and conferences. Examples of these opportunities are listed below.

- Essence
- Step-Up
- Tap-In
- Post-Secondary Experiences
  - College Visits
  - Career Fairs
  - Volunteer Activities
  - Conferences
  - Field Experiences
  - Educator’s Rising

The NWSISD also offers a wide range of professional development opportunities that aim to support magnet schools, as well as increase member-district’s ability to reduce disparities in academic achievement among all, reduce disparities in equitable access to effective and more diverse teachers, and to increase racial and economic integration. These opportunities focus on creating innovative and integrated learning environments, family engagement initiatives, providing opportunities to focus on academic achievement of all students, career/college readiness for underserved students, recruitment and retention of racially and ethnically diverse teachers and administrators, along with other areas. These opportunities include:

- Interdistrict Partnerships (IDP’s)
- Interdistrict Professional Learning Communities (PLC’s)
- Professional Development Coordinators of Community Practice
- Curriculum Integration
  - Arts
  - STEM/STEAM
  - IB
- Customized Trainings
- Consulting, Coaching, and Thought Partnerships
- Heritage Celebrations

**Location of services:** Within Rockford Area Schools and in partnership with the other six (6) NWSISD consortium member districts.

**Strategy #2:** Rockford Area Schools will participate in a variety of professional learning opportunities provided by the NWSISD for district staff members, using a variety of delivery models and topics based on individual and district needs and requests.

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

**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.

Professional learning is provided to improve student academic achievement by building capacity in district staff to work with diverse groups of students and their families, increasing knowledge and skill in high quality instruction and providing methods to increase parent engagement. Topics may include but are not limited to: 1) Inquiry-based

instruction, 2) Culturally fluency, 3) Magnet themed instruction strategies, 4) Authentic cultural experiences, and 5) Use of the NWSISD Multicultural Resource Center, including cultural artifacts, culture kits, and lesson plans.

**Location of services:** Within Rockford Area Schools and in partnership with the other six (6) NWSISD consortium member districts

**Strategy #3:** Rockford Area Schools will participate in the NWSISD sponsored student support service opportunities promoting integrated learning environments and practices to reduce academic and enrollment disparities based on students' racial, ethnic, and economic backgrounds.

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

**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 NWSISD provides multiple opportunities to promote career and college readiness skills. Programs include mentorships, college and career conferences, Educators Rising clubs promoting careers in education, college and career field trips, as well as support for AVID programming. Mentorship programs focus on four education concepts which include Aspirations, Expectations, Opportunities, and Achievement.

**Location of services:** Within Rockford Area Schools and in partnership with the other six (6) NWSISD consortium member districts

## 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): Goal #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 2026	Target 2027	Target 2028
Of our 4 and 5 year old children enrolled in the Launching Pad preschool program will meet or exceed the program's five (5) year average on the literacy proficiency benchmark as measured by the Teaching Strategies Gold Assessment (current 5 year average - 92.8%)	92.8%	TBD	TBD
We will monitor and measure the performance of our 3rd and 4th grade students related to their fall and spring Fastbridge aReading assessment to gauge growth based on meeting or beating their individual annual growth metric. Baseline data will be determined in SY2026-27, with a goal of 70% being utilized as a starting point.	70%	TBD	TBD

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

### Key Indicators of Progress (KIP): Goal #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 2026	Target 2027	Target 2028
The percentage of licensed staff reporting that the job-embedded professional development "deepens teachers" understanding of their own frames of reference, potential bias in these frames, and the impact of bias on expectations for and relationships with students, students' families, and school communities" (PELSB) as reported on post-training surveys will remain over 75% or higher annually.	75%	75%+	75%+

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

### Key Indicators of Progress (KIP): Goal #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 2026	Target 2027	Target 2028
The annual number of Rockford Area Schools student participations in college or career related tours, as reported in the annual "NWSISD Participation Survey" will meet or exceed our current five-year average of 65%	65%	TBD	TBD
The average number of families attending our annual Magnet Night events will increase annually over the next three years. (Baseline goal is 10 new families/school or 30 families total)	30	30	TBD

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

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Rockford Area Schools is committed to efficiency in programming and services along with the responsible and appropriate use of state funding. The articulated Achievement and Integration Plan has been purposefully created to interact as seamlessly as possible with all other plans, including our Q-Comp goals, and the goals set forth on our Comprehensive Achievement and Civic Readiness Plan. We will also align this work to our intervention and enrichment work set forth under the categories of AIPAC, ADSIS, Title, and ML. As part of this plan, Rockford Area Schools will commit to efficiency in our programming and the minimization of duplicated programs and goals.

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