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

District ISD# and Name: 0745 Albany Area Schools
District Integration Status: Adjoining District (A)
Superintendent: Travis Okerlund
Phone: 320-845-5050
Email: tokerlund@district745.org

Plan submitted by: Laura Roelike
Title: Director of Teaching and Learning
Phone: 320-845-5202
Email: lroelike@district745.org

Partnering Districts

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

1. **0740 – Melrose Public School District** RI - Racially Isolated
2. **0213 – Osakis Public School District** A - Adjoining
3. **0741 – Paynesville Public School District** A - Adjoining
4. **0743 – Sauk Centre Public School District** A - Adjoining
5. **2364 – Belgrade-Brooten-Elrosa Public School District** A - Adjoining
6. **2753 – Long Prairie-Grey Eagle School District** A - Adjoining

Provide the name of your integration collaborative if you have one: Lake Wobegon Integration Collaborative.

School Board Approval

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

X 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: Travis Okerlund
Signature: Date Signed: March 11, 2026

School Board Chair: Scott Hansen
Signature: Date Signed: March 11, 2026

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

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

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

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

Multidistrict Collaboration Council

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

Name	Position/Role	Email/Phone Number
Wendy Barutt	Student Success Coordinator Melrose Public Schools	wbarutt@isd740.org 320-256-5160
Michelle Herickhof	Interventionist Belgrade-Brooten-Elrosa Schools	mherickhoff@bbejaguars.org 320-254-8211
Cassie Akerson	Principal Paynesville Elementary	cakerson@isd741.org 320-243-3410
Amy Langford	Secretary Long-Prairie Grey Eagle	alangford@lpge.k12.mn.us 320-732-2194
Lindsay Kugel	Guidance Counselor Osakis Public Schools	lkugel@osakis.k12.mn.us 320-859-2191
Nikki Linscheid	English Learner Coordinator Sauk Centre Public Schools	nikki.linscheid@isd743.org 320-352-2258
Laura Roelike	Director of Teaching & Learning Albany Area Schools	lroelike@district745.org 320-845-5202

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

The Multi-District Collaboration Council met to review the current structure and effectiveness of the Lake Wobegon Collaborative. Through discussion and review of participation data and feedback, the Council determined that the Collaborative continues to meet its intended goal of increasing the cultural competency of participating students.

Prior to the COVID-19 pandemic, students attended semi-monthly sessions in person. Following the shift to virtual meetings during the pandemic, the Collaborative has continued to operate in an online format. The Council discussed the possibility of returning to in-person sessions; however, concerns about students missing additional instructional time led to the decision to continue with the virtual model. The virtual format allows students to participate consistently while minimizing the impact on their regular school schedule, and the Council agreed that this structure continues to effectively support the goals of the Collaborative.

Submitting this Plan

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

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

Achievement and Integration Goals

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

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

Goal #1: The percentage of students in grades 2-5 receiving free or reduced priced meals who meet benchmark (40th percentile an above) from will increase from 51.6% in Spring 2025 to 56.0% in 2029.
Goal type: Achievement Disparity

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 # 1A Tier II Reading Interventions

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.

Using benchmark assessment data from FastBridge, classroom teachers, special education teachers, interventionists, and school administrators will collaborate during fall and winter data retreats to identify students in need of Tier II reading support. Students identified for additional support will receive evidence-based reading interventions delivered in small-group settings, with progress monitoring regularly throughout the intervention cycle. Intervention groups will be reviewed at grade level team meetings every 6 weeks using progress monitoring data to determine if adjustments to instruction or supports are needed. In addition, classroom teachers will receive training in research-based Tier I, class-wide reading practices to strengthen core instruction for all learners. Through consistent use of data targeted interventions, and strong core instruction, students receiving appropriate supports are expected to demonstrate a higher rate of growth in reading compared to peers who do not require intervention.

Location of services: Albany and Avon Elementary Schools

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
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 2nd through 5th grade students qualifying for educational benefits who meet benchmark (40th percentile or above) on the aReading assessment will increase by 1.5 percentage points each year based on a baseline score of 51.6% in Spring 2025.	53.1%	54.6%	56.1%

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.

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 #2: By spring 2029, 100% of licensed staff will participate in Top 20 professional development, and at least 90% of staff will demonstrate implementation of Top 20 strategies as measured by staff self-reflection surveys.
Goal type: Teacher Equity

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 # 2A Top 20 Training

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.

The district will implement ongoing professional development using Top 20 Training to strengthen staff capacity to build positive relationships, foster growth mindset, and create supportive learning environments for all students. Licensed staff will participate in scheduled Top 20 training sessions during workshop days, staff meetings, and professional learning communities throughout the school year. Building administrators and teacher leaders will model Top 20 practices and provide reminders, discussion opportunities, and reflection activities during monthly meetings. Staff will complete self-reflection surveys at least twice per year to monitor implementation of Top 20 strategies, and results will be reviewed by the leadership team to determine next steps for additional training and support. Evidence of participation will be documented through attendance records, meeting agendas, and survey results.

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.

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%*

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
Training logs will show that 100% of licensed staff participated in Top 20 professional development during the school year.	100%	100%	100%
Staff self-reflection survey results will show that at least 90% of licensed staff report consistent implementation of Top 20 strategies to support positive relationships and equitable learning environments.	70%	80%	90%

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.

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 #3: Increase students' cultural competency from x points to an average of X+1.5 points per student from Fall to Spring each year.
Goal type: Integration

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 # 3A Lake Wobegon Middle School Cultural Competency Group

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

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

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

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

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

Students from districts participating in the Lake Wobegon Collaborative will engage in student-centered activities designed to increase cultural awareness, cultural competence, and appreciation for diversity among participating students. Students will meet regularly throughout the school year in either virtual or in-person formats to participate in collaborative cultural learning experiences. Each district in the collaborative will share responsibility for planning and facilitating activities.

Activities may include guest speakers, interviews with community members or elders, cultural presentations, music, art, cooking, storytelling, and other experiences that highlight diverse cultural perspectives. Whenever possible, students will help design and lead activities to promote student voice, leadership, and engagement.

The purpose of these experiences is to increase students' understanding of their own cultural identity while building respect for the cultures and experiences of others. Through participation, students will learn with and from peers representing different racial, cultural, and economic backgrounds. Activities will be intentionally designed to support growth in the following areas: valuing racial and cultural diversity, understanding one's own culture, willingness to share personal experiences, recognizing and challenging stereotypes, reflecting on how culture influences beliefs and decisions, developing curiosity about others, and increasing comfort when interacting with people who have different backgrounds or perspectives.

Districts will actively recruit and encourage participation from students of all racial, ethnic, and socioeconomic backgrounds, with particular attention to ensuring that students from protected class groups have access to the opportunity to participate. Participating districts will work together to promote attendance and provide support so students are able to take part in collaborative activities.

Student growth in cultural awareness will be measured using the La Crosse Consortium Cultural Competence Self-Awareness Checklist. The assessment will be administered at the beginning and end of the program each year. Results will be reviewed to measure changes in student responses, with the expectation that

participating students will demonstrate overall growth in cultural awareness and understanding over the course of the year.

Expected student outcomes include increased appreciation for diversity, improved understanding of personal and cultural identity, greater ability to recognize bias and stereotypes, increased empathy for others, and stronger skills in communicating and working with people from different backgrounds.

Location of services: Online and at participating schools

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
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%*
Average of cultural competency self-awareness points for all students attending the Middle School Cultural Competency Group, based on pre- and post- activity assessments using the LaCrosse Consortium Cultural Competence Self-Awareness Checklist, will increase by at least .5 pts each year, from fall to spring.	Baseline +0.5 pts	Baseline +0.5 pts	Baseline +0.5 pts

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.

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 #4: Increase the percentage of students whose scores are favorable on the selected Panorama screener(s) by at least 2% each year from Fall to Spring Screening window.
Goal type: Integration

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 # 4A High School Social and Emotional Screening and Supports

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.	☐ Increases cultural fluency, competency, and interaction.
☐ Provides school enrollment choices.	☒ 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.

In 2023, our district began using Panorama Surveys with students in grades 9-12 after determining that the FastBridge mySAEBRS tool did not provide the level of detail needed to support high school students in Social and Emotional Learning (SEL). Panorama Surveys allow us to gather more comprehensive information about student well-being, engagement, and SEL Skills. The surveys provide data on areas such as sense of belonging, self-efficacy, growth mindset, emotional regulation, and supportive relationships.

For the past three years, this data has been reviewed by our high school principal an counselors. Moving forward, we plan to engage our Building Leadership Team in analyzing the survey results and using the information to guide both building-level Career and College Readiness experiences and targeted SEL supports. By identifying and addressing student needs in these areas, we hope to foster stronger connections, engagement, and resilience, which research shows are linked to improved academic outcomes and higher graduation rates.
Location of services: Albany Area High School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 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%*
Increase the percentage of students whose scores are favorable on the selected Panorama screener(s) by at least 2% each year from Fall to Spring Screening window. These screeners may vary each year based on the needs of the students.	Baseline +2%	Baseline +2%	Baseline +2%
Increase our graduation rate from the 2024 rate of 95.2% by at least 0.5 percent each year disaggregated by race, ethnicity, and FRPL.	95.7%	96.2%	96.7%

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 is aligned directly to the district's Strategic Plan priorities of Multi-Tiered Systems of Support, Social and Emotional Learning, consistent instructional resources, staff culture, and college and career readiness. By coordinating Achievement and Integration goals with existing district initiatives, the district is able to create efficiencies and avoid developing separate or duplicative programs.

Tier II Reading interventions are delivered within the district's MTSS framework, ensuring that students receiving support through Achievement & Integration are served through the same intervention system used for all students. Top 20 training is part of the district's professional development plan for all licensed staff, allowing A&I funds to strengthen an existing initiative rather than create an additional training program. The Lake Wobegon Cultural Collaborative is

coordinated through the Multi-District Collaboration Council, which allows participating districts to share resources and provide programming jointly instead of operating separate cultural competency programs.

In addition, the use of Panorama social-emotional screening aligns with the district's existing SEL and student support systems, ensuring that data collection, intervention planning, and progress monitoring occur within one unified process. By using shared structures, shared data systems, and shared professional development, the district is able to maximize resources, reduce redundancy, and ensure that Achievement & Integration services support goals already identified by our Strategic Plan.