

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 656, Faribault Public Schools

District Integration Status: RI

Superintendent: Jamie Bente

Phone: 507-333-6000

Email: jbente@faribault.k12.mn.us

Plan submitted by: Biz Daniels

Title: Secondary Curriculum and Instruction Coordinator

Phone: 507-333-6009

Email: edaniels@faribault.k12.mn.us

Partnering Districts

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

1. Northfield Public Schools
2. Waterville-Elysian-Morristown Public Schools
3. Tri-City United Public Schools

Provide the name of your integration collaborative if you have one: N/A

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

- | | |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

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

School Board Approval

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

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

Superintendent: **Jamie Bente**

Signature:

Date Signed: Enter date.

School Board Chair: **John Bellingham**

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](#), 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
Biz Daniels	Secondary Curriculum and Instruction Coordinator/A&I Lead	edaniels@faribault.k12.mn.us 507-333-6009
Jamie Bente	Superintendent	jbente@faribault.k12.mn.us 507-333-6000
Julie Hull	Director of Teaching and Learning	jhull@faribault.k12.mn.us 507-333-6008
Barbie Roessler	Director of Finance	broessler@faribault.k12.mn.us 507-333-6059
Katie Rotvold	Elementary Curriculum and Instruction Coordinator/DAC	krotvold@faribault.k12.mn.us 507-333-6012
Kim Goblirsch	Student Language Success Coordinator	kgoblirsch@faribault.k12.mn.us 507-333-6018
Cassie Ohnstad	Director of Community Education & Engagement	cohnstad@faribault.k12.mn.us 507-333-6033
Nate Molitor	High School Principal	nmolitor@faribault.k12.mn.us 507-333-6247
Stacy Fox	Middle School Principal	sfox@faribault.k12.mn.us 507-333-6310
Nick Jurrens	Jefferson Elementary Principal	njurrens@faribault.k12.mn.us 507-333-6547
Amy Bouma	Roosevelt Early Learning Center/Mentorship Prog. Coord.	abouma@faribault.k12.mn.us 507-333-6650
Ashley Benhart	Lincoln Elementary Principal	abenhart@faribault.k12.mn.us

		507-333-6739
Katelynn Beaupre	High School Teacher	kbeaupre@faribault.k12.mn.us 507-333-6128
Andrea Moyer	Middle School Teacher	amoyer@faribault.k12.mn.us 507-333-6373
Denise Mesta	Grow Your Own Coordinator & NAPAC Student and Family Advocate	dmesta@faribault.k12.mn.us 507-333-6091
Jared Kegler	CTE and Career Pathways Coordinator	jkegler@faribault.k12.mn.us 507-333-6220
Amanda Beckler	Youth Programs Coordinator	abeckler@faribault.k12.mn.us 507-333-6017
Diego Calvario Bravo	RISE Coordinator	dcalvariobravo@faribault.k12.mn.us

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 our recent discussions and planning sessions, council members emphasized the importance of aligning our achievement and integration plan with other district goals to create a cohesive strategy. This alignment will ensure that our efforts are extremely purposeful and support broader district initiatives. Specifically, the professional development provided through AVID is highly supportive of our district goals to increase student achievement in reading and math, and ultimately increase student success, graduation rates, and our confidence in the preparedness of the students we graduate.

A key demographic identified for focused attention is our Hispanic population, as data shows these students face the most significant educational gaps in our system. By honing in on this group, we can tailor our support and resources to address their specific needs effectively. Our district NAPAC advocate was included in planning and encouraged strategies with an emphasis on graduation and integration, which align with the committee’s focus areas.

Additionally, the council highlighted the necessity for collaborative decision-making regarding our key progress indicators (KPIs). It is crucial that these KPIs are not only relevant but also easily measurable, allowing us to track our progress efficiently and make data-informed adjustments as needed.

There was much discussion about goal #3, since this is a goal we did not achieve in our last plan. Although we will always hire teachers we believe are the most qualified and best for our students regardless of race, we also understand the importance of employing teachers who our diverse student body can relate to. Historically, we struggle less with retaining teachers of color than we do getting them to apply for teaching positions in our district in the first place. We know that there are many qualified teacher candidates we are not reaching through our current recruitment efforts, and we have created some strategies to expand our reach.

Lastly, our goal #2 has been refined to contain a more targeted focus than our last plan cycle. We have shifted our emphasis to leadership and college and career readiness (rather than co-curricular or extra-curricular activities in general), recognizing this specificity as critical and more effective for equipping our students for future success.

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: Faribault Public Schools will increase the 4-year graduation rate of our Hispanic students from 51.6% at the end of the 2023-2024 school year to 65% in 2027-2028.

Goal type: Achievement Disparity

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 #2 Family, School, and Community Partnerships - Family and Community Engagement Specialists (FACES) (Goal 1)

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

Narrative Description: Family and Community Engagement Specialists will specialize in working directly with school, families, and communities to cultivate a generational learning experience that empowers educators, parents, and community stakeholders to sustain family engagement and improve student performance in their network. The FACE Specialists will represent FPS and implement cross-functional strategies in the areas of Family and Community Engagement, Teaching and Learning, and Student Achievement.

Essential functions will include: interacting with students and families to enhance and support the student's education experience and ensure success, arranges and makes home visits, participates and assists with development of programs to provide diversity training and awareness for students and staff, organize monthly meetings at building sites to provide parents with leadership skills to help improve student academics, attend community events/festivals/meetings/workshops facilitated by schools, community organizations, collaborate with FPS departments and external partners to provide content-based and research-based parent and family workshops, build relationships and establish ongoing communication with building leaders to help increase their school's parent and family engagement efforts and student achievement and identify and attend professional development opportunities.

Location of services: Faribault Public Schools 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The number of families attending FASTT nights and other community events at the middle school will increase each year.	Establish Baseline at end of FY26	Increase by 10%	Increase by 10%
The FACES will increase the numbers of families reached through individual contact, as documented in the FACES contact logs.	Establish Baseline Fall 2027	Increase by 10%	Increase by 10%

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

Strategy #3 AVID -- Advancement Via Individual Determination (Goals 1,2,3)

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Narrative Description: AVID (Advancement Via Individual Determination) is a nationally recognized and researched system which focuses on challenging students in the ‘academic middle’ to be prepared for success in college and careers in our global society. Faribault Public Schools has AVID Elective classes in grades 6-12 with a focus on increasing the success of ALL our students, especially our Black and Hispanic students and our socioeconomically disadvantaged, and increasing the opportunity knowledge and agency of first generation college students. Students have access to college field trips, career exposure, ACT prep, and twice per week tutorial sessions with hired tutors and tutors from MSU Mankato who are in their teacher prep program.

The goal is to bring AVID to a school-wide approach where students who are not in the elective class have access to the same benefits as the AVID students, including engaging, rigorous instruction and support for post-secondary goals. Best teaching practices for all classes focus on WICOR (writing, inquiry, collaboration, organization, reading) and building relational capacity. At the elementary level, schools are creating college and career-going atmospheres, inviting guest speakers from a variety of backgrounds within the community, going on college field trips, collaborating with business and community partners in Faribault and implementing early vocabulary and concepts related to career and college readiness.

We continue to provide staff development support for all levels within our AVID system. This includes teachers, administrators, counselors, and support staff. We are working to ensure more staff in our system are trained on instructional best practices, which also support our district’s math and reading goals, and future-focused education.

Location of services: Faribault Public Schools District Wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the percentage of middle school classroom teachers and counselors who are trained in AVID. (37% in 2026)	45%	55%	65%
The number of AVID Elective classes completing a Xello portfolio will increase until all high school grades are included.	1 grade (12)	2 grades (11/12)	4 grades (9-12)
The average GPA of AVID elective students in grades 7-12 will increase each year.	Establish baseline Sp.2026	TBD	TBD

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

Strategy #4 9th Grade Support + Peer Group Connections (PGC) (Goals 1+2)

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

Narrative Description: Because of disparities in academic success for Hispanic students, additional attention will be given to supporting these students while they participate in 9th grade transition programming alongside their peers.

To support student success and increase on-time graduation rates, the district has designed a course called 9th Grade On Track. All 9th grade students will take this course in conjunction with the 9th Grade Career Exploration course, unless they are enrolled in the 9th grade AVID elective.

The 9th Grade On Track course provides students with the academic, social, and life skills needed to successfully transition into high school. Instruction focuses on time management, organization, study strategies, relationship building, learning strategies, and career awareness. The course incorporates AVID organizational systems and relational capacity strategies to help students develop the habits and skills necessary to thrive in rigorous high school coursework.

Students will take 9th Grade On Track alongside the 9th Grade Career Exploration course, which introduces students to a variety of career pathways. Through interactive lessons, hands-on activities, guest speakers, industry tours, and self-assessments, students explore their interests, develop professional skills, and learn about educational pathways connected to potential careers.

While in these courses, 9th grade students will receive peer support through the Peer Group Connections (PGC) program, an evidence-based mentoring program in which trained 11th and 12th grade students mentor incoming freshmen. Through weekly, structured, small-group sessions, PGC mentors support 9th graders in their transition to high school while strengthening social-emotional skills, student engagement, and school culture. Upperclassmen enrolled in the PGC leadership course develop mentoring and leadership skills while planning and facilitating lessons for freshmen. The program also expands leadership opportunities for students of color.

Location of services: Faribault High School

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.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The percent of BIPOC 9th grade students re-enrolling in 9th grade core classes (Int. Algebra, World History, English 9, and Int. Science) will decrease.	Est. Baseline Fall of 2026	TBD	TBD
The percent of 9th grade students completing all 3 Xello assessments will increase each year	50%	75%	100%

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.

Strategy #5 (FIN318) RISE- Realizing Individual Student Excellence (Goal 1)

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

Narrative Description: Realizing Individual Student Excellence (RISE) provides on-site, school-based mentoring and academic advising support for students in grades 9-12. RISE helps to ensure students remain on track for academic success, high school graduation, and postsecondary attendance. Program mentors also support students in identifying their areas of individual interest and then connecting to extracurricular activities (both school- and community-based) that match these. Although RISE will work with all demographics of students, they will provide services for at least 100 high school students each year who are students of color, from low-income households, and/or potential first-generation college attendees.

Key planned RISE activities include:

- Individualized, proactive and ongoing academic counseling (check-in's with participating youth at least every other week)
- Working towards daily tutoring available for RISE students in need of additional academic support
- At least four career and college exploration events offered annually
- At least three family connections per year for each student (including ideally at least one home visit)
- Assistance with identifying and applying for postsecondary scholarships & financial aid

Location of services: Faribault High School

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

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of RISE students who are ‘on-track’ to graduate based on credits will increase by 5% each year. (baseline established at the end of the 25-26 school year.)	Increase 5%	Increase 5%	Increase 5%
The percentage of RISE students reporting on the end-of-year SAYO survey that they believe they have the ability to “definitely graduate high school” will increase by 5% each year. Baseline established in Sp. 2026	Increase 5%	Increase 5%	Increase 5%

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

Strategy #8 Summer Career Academies (Goals 1+2)

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

Narrative Description: Week-long summer career camps for middle school students are designed to introduce learners to some of the Faribault Public Schools Career Pathways while building early awareness of future opportunities. Each camp focuses on a specific career field, such as healthcare, MEC (manufacturing, engineering, and construction), business, Ag, and other trades, and provides students with engaging, hands-on learning experiences connected to real-world work. Throughout the week, students explore the day-to-day responsibilities of professionals in the field, learn about the wide range of related occupations, and gain insight into the skills, education, and training needed to pursue those careers.

Instruction is supported by guest speakers from local industries who share their experiences, career journeys, and advice for students considering similar paths. Camps also include a visit to a local business, organization, or company where students can observe the career in action and see how classroom learning connects to real workplaces. These career camps will run alongside the district’s existing summer STEAM programming, expanding opportunities and increasing student access to engaging summer learning experiences.

The camps are designed not only to build career awareness but also to help students begin thinking intentionally about their future goals. By learning about different pathways early, students can better understand how their interests and strengths align with potential careers as well as inform their course choices in high school. This increased exposure empowers students to set meaningful goals, make informed academic choices, and take greater ownership of their learning as they progress into high school.

Location of services: Faribault Middle School

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.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase BIPOC student enrollments in summer career camps.	Est. Baseline in Sum. '27	TBD	TBD
Improved summer camp student survey results related to career awareness and future goal-setting.	Est. Baseline in Sum. '27	TBD	TBD

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

Goal #2: Faribault Public Schools will increase the Hispanic student participation in college and career readiness and leadership activities and events from 16% to 25% by the end of the 28-29 school year.

Goal type: Increasing racial and economic integration

Strategy #1 Grow Your Own (Goals 2+3)

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Narrative Description: The district is continuing to develop an Education & Human Services career pathway through a comprehensive **Grow Your Own (GYO)** model designed to intentionally increase the number of students entering the teaching profession.

Through the GYO pathway, students have the opportunity to earn college credit aligned to the Minnesota Transfer Curriculum, with guaranteed transfer within the Minnesota State system and applicable goal areas. Students also receive structured support through the Direct Admissions process at the end of their 11th grade year, ensuring early and equitable access to postsecondary opportunities.

This initiative directly addresses the underrepresentation of educators of color within our district and region. By intentionally building awareness, access, preparation, and financial navigation into the system, the district is reducing systemic barriers that disproportionately impact students of color pursuing careers in education. While the primary goal is to increase students of color entering the educator workforce, the pathway remains accessible to all students pursuing two- or four-year postsecondary options. Although it takes several years to see the effects of this programming in our own system, we believe in the long term impact GYO can have.

The key components of the Student GYO Pipeline include the following: Biweekly mentoring, Educational Exploration Club, Education-related work experiences, Teaching Assistant opportunities, Peer tutoring and service learning, Field experiences across grade levels, College exploration and summer educational camps, College application and financial aid navigation, PSEO and concurrent enrollment registration support, and Family engagement focused on postsecondary planning.

The key components of the Adult GYO Pipeline include the following: Early Childhood GYO programming (HCI partnership and Faribault driven), ParaPro FEC licensure support, Adult GYO connections to attend PELS-approved programs, Faribault Teaching Fellows, MEP GYO partnership (MSU), Financial aid navigation and GED support, and Connection to licensed teacher mentors.

Location of services: Faribault Public Schools 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the percentage of GYO students accessing 3 or more GYO Student Pathway resources each year.	50%	60%	70%
Increase the number of students taking KSP150 Intro to Careers in Education each year. (14 students in 25/26)	16 students	20 students	24 students

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

Strategy #6 Falcons for Change (Comm. service program) (Goal 2)

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

Narrative Description: Historically, a low number of our Black, Hispanic, and FRL students have participated in leadership opportunities at FMS. The goal is to increase the number of underrepresented students participating. This led to the formation of Falcons for Change. It is open to any student at FMS but school counselors, staff, and administration actively recruit Black, Hispanic, and FRL students to participate so that the roster more closely reflects our overall student population percentages. A goal is to break down barriers between students, help them understand each other, and facilitate their work together in a positive, safe environment while building their leadership and service-learning skills. Another goal of Falcons for Change is to provide volunteer service to those who need it in our school, in our community, and throughout the world and for students to feel agency in the impact they can have. Falcons for Change students have participated in the following activities: Jefferson Elementary School Walk-a-thon, FMS Book Sale with proceeds going to the purchase of books for newborns, sending cards created by FMS students to military members, running monthly activities at lunch, volunteering at local churches, animal shelters, early learning programs at the Faribault Education Center, and nursing homes.

Falcons for Change has grown immensely in the last few years with about 130 middle school students participating in the 25-26 school year.

Location of services: Faribault Middle School

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.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%

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
Increase survey results related to peer and community connection and feelings of agency in making a change.	Est. Baseline in Sp. 2026	TBD	TBD
Increase the percentage of Falcons for Change Hispanic participants by 5% each year. (7.5% in 25/26)	12.5%	17.5%	22.5%

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

Strategy #7 Multi-District Partnership (Goal 2)

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

Narrative Description: With our A&I district partners, including TCU, WEM, and Northfield public schools, we will continue the implementation of our Student Leadership Summits. Two times each year, each district gathers and brings a diverse team of approximately 20 students to review, discuss, and plan around state, district, and school-level data. In the past few years, students have discussed various educational issues including but not limited to school attendance rates, bullying, technology use, mental health issues, and academic success. Students collaborate across districts to discuss data, hear differing perspectives, and brainstorm and develop strategies for student-driven change and improved achievement for all students.

Because of this partnership, FPS has established a District Youth Council which meets once per month to discuss the data and issues brought up at the Student Summit. They have also established student positions on the FPS Board of Education.

With our integration partner WEM, we will continue to combine our 5th grade students for the Quarry Hill trip with our elementaries. This partnership allows the students, specifically from WEM, the opportunity to learn about and interact with students with different cultural backgrounds. Additionally, the FHS Theater and Music departments offer events to the elementary schools students, including WEM, to showcase opportunities for students in the arts.

Location of services: Multi-District Collaboration – location varies

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.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of Hispanic students participating in the Student Summits each year. (3/19 or 16% in 2026)	21%	25%	30%
Increase the percentage of students who report a greater understanding of our own and partnership districts, students, and their challenges as a result of Student summit collaboration.	Est. Baseline in Fall '26	TBD	TBD

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

*Additional Strategies for Goal 2 named under previous goals:

- Strategy #3 AVID -- Advancement Via Individual Determination
- Strategy #4 9th Grade Support + Peer Group Connections (PGC)
- Strategy #8 Summer Career Academies

Goal #3: FPS will increase the number of Faribault’s teachers of color from 2.4% in 2025 to 4.8% by 2029.

Goal type: Teacher Equity

Strategy #9: New Recruitment + Marketing Campaign (Goal 3)

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Narrative Description: The district will implement a comprehensive advertising and marketing campaign to increase the number and diversity of teacher applicants. The district will use targeted digital advertising on social media, education networks, and job platforms to focus on regions with diverse educator communities. The district will also strengthen partnerships with surrounding colleges and universities to build relationships with future educators through career fairs and direct recruitment efforts.

In addition, the district will develop video resources that highlight the diversity of its students, families, and community, showcasing an inclusive and welcoming environment for educators. These videos will feature current staff and students sharing their experiences in the district and will be shared through digital advertising and a new district employment webpage. While the district will always hire the most qualified candidates regardless of race, these efforts reflect a commitment to ensuring that the educator workforce reflects and relates to the diverse student body it serves.

Location of services: Faribault Public Schools 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase number of teacher applications in spring hiring cycle (March-June).	Est. baseline June '26	TBD	TBD
Increase number of recruitment partnerships/events (college and university collabs, career fairs, campus visits)	2 events	4 events	5 events

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

Strategy #10 Teacher Mentorship (New programming) (Goal 3)

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Narrative Description: Faribault's 3-year teacher mentorship program is designed to support new educators as they develop confidence, instructional skill, and professionalism within the district. The program is guided by a dedicated Mentorship Program Coordinator who oversees implementation, provides resources, and ensures consistent support for both mentors and mentees.

Each new teacher is paired with a trained one-on-one teacher mentor who has completed mentor training through the South Central Service Cooperative using New Teacher Center materials. These mentors provide individualized guidance, feedback, and encouragement as new teachers navigate the challenges of their first years in the classroom.

Throughout the program, participants engage in monthly professional learning and reflection focused on strengthening instructional practice and professional growth. Teachers also receive training on creating and sustaining an Optimal Learning Environment, helping them build classrooms that are structured, inclusive, and supportive of student success. In addition, building instructional coaches work closely with new teachers, providing ongoing coaching, modeling, and instructional support aligned with district goals, including those in math and reading.

Our mentorship program culminates in a Year 3 capstone project. This capstone highlights each teacher's professional journey during their first three years at FPS, including their growth as an educator, key successes and challenges, and reflections on their practice. Teachers also articulate their future goals, celebrating both their progress and their commitment to ongoing passion for teaching. The capstone project is part of the changes made to our mentorship program, with the goal of making probationary teachers feel proud of their early years in teaching and feel valued by Faribault Public 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of teachers who complete a Year 3 capstone project. (10 capstones in 2025 pilot)	12	14	16
Increased percentage of probationary teachers reporting feeling highly supported through the year of teaching in end of year survey.	Est. Baseline in Sp. '26	60%	75%

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

*Additional Strategies for Goal 3 named under previous goals:

- Strategy #1 Grow Your Own
- Strategy #3 AVID -- Advancement Via Individual Determination

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)).

There were strong efforts made in the building of our Achievement and Integration plan to highly align the plan with current district goals so our strategies are more efficient. In the process, some strategies were removed or revised from our previous plan. In addition to this, Faribault Public Schools is currently working through an MnMTSS CNA with MDE to improve our student support structure. Part of this process is reviewing all district initiatives and their goals, collecting data, and evaluating levels of implementation and effectiveness. As we develop and grow through this process, the strategies within our Achievement and Integration plan will continue to be strengthened and modified as identified through our CNA and subsequent planning.

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: Enter text here.

RIS Name: Enter text here.

Program Contact: Enter name.

Phone: Enter phone number.

Email: Enter email.

RIS Plan Input

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).

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).

Community Collaboration Council for Racially Identifiable School(s)

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

Name	Position/Role	Email/Phone Number

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.

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 Enter SMART goal here.

Goal type: Choose one.

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 # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

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

Add narrative.

Location of services: Enter location.

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 2020	Target 2021	Target 2022
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percent each year. 2019 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
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.

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.