



Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: 0738 Holdingford
District Integration Status: Adjoining District
Superintendent: Chris Swenson
Phone: 320-746-4308
Email: chris.swenson@isd738.org

Plan submitted by: Chris Swenson
Title: Superintendent
Phone: 320-746-4308
Email: chris.swenson@isd738.org

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, please list each of those schools below. Add additional lines as needed.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. 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.

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. Provide the name of your integration collaborative if you have one: Enter name. St. Cloud District Multi-District Collaborative Council

1. **ROCORI** Choose district status. A
2. **Sauk Rapids Rice** Choose district status. A
3. **Kimball** A
4. **Foley** A
5. **Holdingford** A
6. **Annandale** A
7. **Becker** A
8. **St. Cloud** RI

School Board Approval

☒ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce 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: Chris Swenson
Signature:

Date Signed: 02/19/20

School Board Chair: Ben Christensen

Signature:

Date Signed: 02/19/20

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council 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).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee 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 in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

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

Multidistrict Collaboration Council: Enter text here.

Chris Swenson, Supt.; Angela Safran, HS Principal; Jim Stang, Elem. Principal; Russ Wolter, School Board Member; Kendra Posch, Community Ed Director; Judi Boulton, Parent; Ashley Koester, Teacher; Deb Ruszat, Teacher; Jill Schmitt, Teacher; Amy Pilarski, Teacher; Nikki Fiedler, Parent; Jessica Wells, Parent.

The council early this winter in order to review past results of both the A&I plan as well as the WBWF plan. There was a great deal of discussion about each of our goals and the decision was to move away from a couple of our goals as they were difficult to track and assess the impact of our interventions. It was a very open discussion where all provided input. The result was the new goals we have in this plan.

We also had district representatives attend meetings of our multidistrict collaborative in order to continue to find ways to collaborate with our partners. The introduction of the Common Ground program was a direct result of these meetings.

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

Submitting this Plan

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

Achievement and Integration Goals

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: Based on Read Naturally graduation data, reading achievement for Holdingford FRPL students will increase from 20% FRPL students graduating from the program in 2020 to 30% in 2023 based on current FRPL Read Naturally enrollment most current graduation data.

Aligns with WBWF area: Choose a WBWF goal area.

Closing the Achievement Gap

Goal type: Choose one.

Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

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 # Read Naturally Program - #1

Type of Strategy: Choose the type of strategy.

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

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

Read Naturally is a small group supplementary program that focuses on building fluency among low achievers. Students start with a "cold" read of a story and then practice re-reading the story until they reach fluency target. Vocabulary, grammar, and expression are skills directly taught within the program.

Students receiving Read Naturally services will participate M-F for 25 minute personalized learning interventions.

Location of services: Holdingford Elementary

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 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 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

Read Naturally Program #1

Based on Read Naturally graduation data, reading achievement for Holdingford FRPL students will increase from 20% FRPL students graduating from the program in 2020 to 30% in 2023 based on current FRPL Read Naturally enrollment most current graduation data.

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Goal #2: In order to increase student access to diverse teachers, Holdingford will increase the number of job posting resources we use to draw teacher candidates to not only increase the applicant pool but also increase the number of diverse teacher candidates from 0 in 2020, to 1 in 2021, 2 in 2022, and 3 in 2023.

Aligns with WBWF area: Choose a WBWF goal area.

Equitable Access to Effective and Diverse Teachers

Goal type: Choose one.

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.

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 # Increase the number of job posting resources - #1

Type of Strategy: Choose the type of strategy.

Recruitment and retention of racially and ethnically diverse teachers and administrators.

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

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

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

Our minority populations in our school are very low. Our total minority population equates to 2.4% of our population. That being said, we are always looking to hire the best staff possible. Part of what is best for kids is to expose our students to all walks of life and added diversity in our teaching staff would only add to that exposure.

The number of applicants our district, like many districts like us, receives is much less than it used to be. When you add to the fact that our location isn't ideal to a lot of candidates it isn't surprising that there is a lack of candidates that are teachers of color and American Indians.

Regardless, the District will work on expanding the area from which we draw applicants. The District will expand the job posting fields we use to try to cover the entire state, including the metro area. The added effort accomplishes multiple goals of increasing the teacher candidate pool in general, but also the diversity in our pool. The District will also send a representative to the MN Education Job Fair in hopes of expanding the diversity in the applicant pool.

Location of services: Job Posting avenues, MN Education Job Fair

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 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 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

Enter KIP. Increase the number of job posting resources - #1

1

2

3

When given the opportunity, administration will make it a priority to grant interviews to Native American teacher candidates and teachers candidates of color. The district will also send a representative to the MN Education Job Fair.

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Goal #3: Eleventh-grade students at Holdingford Secondary will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 1 out of 4 in 2020 to an average comfort level of 3 out of 4 on a 4-point linear scale, by the end of the 2022-23 school year.

Aligns with WBWF area: Choose a WBWF goal area.

All Students Career- and College-Ready by Graduation – Preparing our students for the world they will be a citizen of.

Goal type: Increasing racial and economic integration

Strategies

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

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

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

In conjunction with WBWF's Achievement and Integration goal, 8th grade students at Holdingford Secondary will build positive relationships between students of different races, ethnicities, and socioeconomic status. In partnership with St. Cloud State University, District 742, and other local school districts, Holdingford Secondary will enable students to build awareness, knowledge, and skills for authentic relationships with people from backgrounds different from their own. In eighth grade students take a quarter long course, intercultural studies, to raise their awareness of cultural differences. In grades 9-12, students will have the opportunity to participate in the Common Ground program, further encouraging collaboration with neighboring schools with larger pockets of diversity. In grades 11-12, students are able to take a course for college credit, "Children in a Changing World" that again reinforces religious, racial, and socioeconomic differences.

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 # Children in a Changing World Course #1

Type of Strategy: Choose the type of strategy.

Innovative and integrated preK-12 learning environment

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

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

On February 4, 2020, 11th grade students, during their Children in a Changing World class, took a survey asking their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically). The survey asked the students to respond to one statement: I feel comfortable starting or keeping a positive relationship with students different from me. Using a scale ranging from strongly disagree to strongly agree, the survey indicated 25% of students agree or strongly agree to feeling comfortable. This self-assessment highlighted that more work needs to be done to help students build relationships with other students who are racially, ethnically, or socioeconomically diverse.

8th grade students will continue to take a quarter-long course, intercultural studies. Students in 8th grade art will continue to work on cultural art in collaboration with the St. Cloud Schools. HHS will also continue to offer Children in a Changing World to students in grades 11 and 12.

Location of services: Holdingford High School

Strategy Name and # Participation in the “Common Ground” Program #2

Type of Strategy: Choose the type of strategy.

Innovative and integrated preK-12 learning environment

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.

In February of 2020, the high school principal, intercultural studies teacher, and 8th grade art teacher met with an intercultural studies professor to learn more about a program, “Communicating Common Ground.” The program is designed to bring students from St. Cloud and its neighboring districts together to talk about topics universal to all teenagers. The hope is that students can learn more about their differences, while also seeing they have much in common.

In the spring semester of 2021, 9-12 grade students from HHS will have the opportunity to participate in the Common Ground program. Our goal is to have 8 students participate in the first year, increasing to the maximum number allowed to participate of 15 by 2023.

Location of services: St. Cloud

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 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 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Strategy - Children in a Changing World Course #1	25%	35%	40%
Students at Holdingford Secondary will self-report being comfortable initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically).			

Strategy - Participation in the “Communicating Common Ground” Program #2

8 12 16

The number of Holdingford 9-12 students participating in the Common Ground program will increase each year. The 2021 will be the first year our district offers the program to our students and will be the baseline.

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Goal #4: The percentage of 8th grade special education students who meet or exceed the benchmark score in reading on the AimsWeb test will increase from 70% in 2020 to 72% in 2021, 73% in 2022, and 75% in 2023.

Aligns with WBWF area: Choose a WBWF goal area.

Closing the Achievement Gap

Goal type: Choose one.

Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

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).

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 # AIMSWeb - #1

Type of Strategy: Choose the type of strategy.

Innovative and integrated pre-K-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:

- ☒ 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.

AimsWeb Plus has been used in the elementary school to assess students’ growth by comparing fall, winter, and spring data. In 2019, students in grades 7 and 8 were included in AimsWeb Plus testing. Last year the data was inconsistent due to teachers learning how to administer the tests and interpret the data. This school year we have been able to better use AimsWeb Plus with fidelity in math and reading. We continue to learn how to use our data to drive instruction toward gaps in our benchmark scores.

Historically, Holdingford Secondary has seen a decrease in MCA Reading scores when students move from 6th to 7th grade. Again, we see a decrease when students test in 8th grade. The purpose of our goal is to focus on growth in 8th grade reading.

Location of services: Holdingford Junior High

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 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. <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	Target 2021	Target 2022	Target 2023
	42%	52%	62%
AIMSweb #1	72%	73%	75%

80% of all 8th grade special education students will meet or exceed the benchmark score in reading on the AimsWeb test in the spring of 2023.

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Our plan is intended to help in two key areas. First, our students are very racially isolated and Goal 3 is intended to expand their exposure to other cultures and students from different backgrounds.

Secondly, our applicant pool for positions and also our staff are not very racially diverse. Our minority students do not see staff that represent their background. Our intent is to increase our applicants from minority backgrounds in order to help that problem.