

#  Achievement and Integration Plan Form

# July 1, 2022 to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

**District ISD# and Name: 363 South Koochiching**

**District Integration Status: Adjoining**

**Superintendent Name: Jeremy Tammi**

Superintendent Phone Number: 218-897-5275

**Title of Person submitting Report: Jeremy Tammi**

Phone: 218-897-5275

Email: Jeremy.tammi@isd363.org

Superintendent Email: Jeremy.tammi@isd363.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,](https://education.mn.gov/MDE/dse/acint/) please list each of those schools below. Add additional lines as needed.

1.
2.
3.
4.
5.
6.

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](#_heading=h.30j0zll) 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:***

Kelliher (RIS) and Lake of the Woods (Adjoining)

## School Board Approval

X 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](https://www.revisor.mn.gov/statutes/cite/124D.861)).

 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](https://www.revisor.mn.gov/rules/3535.0160/), and [Minnesota Rules 3535.0170, subparts 2-5](https://www.revisor.mn.gov/rules/3535.0170/).

Superintendent (enter name) Jeremy Tammi

Signature: Jeremy Tammi Date Signed: 3/10/22

School Board Chair (enter name) Brian Dreher

School Board Chair Signature: Brian Dreher Date Signed: 3/10/22

## 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](https://www.revisor.mn.gov/rules/3535.0160/), and [3535.0170, subp. 3](https://www.revisor.mn.gov/rules/3535.0170/)).

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](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE059117&RevisionSelectionMethod=latestReleased&Rendition=primary), and see the [Tribal Consultation Guidance.](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=mde072001&RevisionSelectionMethod=latestReleased&Rendition=primary)

**AIPAC Member Signature** (if applicable): Date Signed:

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: Jeremy Tammi, MacKenzie Lehn, Stephanie Skaret, Colleen Elhard, Jeff Nelson, Paul Grams, Dan Alto, Sheri Dahl, Carly, Amsden, Christine Lundin

## Community Collaboration Council for Racially Identifiable School(s):

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval ([Minn. Stat. § 124D.861, subd. 4](https://www.revisor.mn.gov/statutes/cite/124D.861)). 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.](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE059117&RevisionSelectionMethod=latestReleased&Rendition=primary)

## 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).

**Enter SMART Goal #1: Increase the percentage of 11th and 12th grade students participating in career focused field trips designed to explore post-secondary options and career awareness while increasing their employability in job markets from 60% in 2022 to 85% by 2025.**

**Choose the WBWF type of Goal:**

 Achievement Disparity

\_X Integration

 Teacher Equity

## Strategies

**Strategy Name and # Enter: Career Exploration through visits to Post-Secondary institutions and increasing racial and economic integration.**

***Add narrative. As an adjoining school district, South Koochiching-Rainy River (Northome school) will partner with Lake of the Woods and Kelliher school districts to visit area career fairs and businesses that employ a talented labor force that supports a variety of job skills and training. We will work to increase student participation (11th and 12th) grade students from 65% to 100% participation. We will make home phone calls encouraging participation and underscoring the importance of these trips. We also have after school activity buses that provide transportation home on the school days students return late from their field experiences. By fostering interaction between students of the three school districts, we hope to encourage positive relationships and build foundational knowledge of racial, ethnic and socioeconomic backgrounds other than their own.***

***Enter location of services: Post-Secondary institutions and businesses.***

### 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. | **2023 Target** | **2024 Target** | **2025 Target** |
| --- | --- | --- | --- |
| Increase the number of 11th and 12th grade students participating in these field experiences. | 60% | 87.5% | 100% |
| Increase student awareness of career skills and job opportunities utilizing post field experience surveys | 60% | 70%  | 80%  |
| Utilize a collaboratively designed student survey to rate the level of success with initiating and maintaining positive relationships during the field experiences with the three school districts. | 60% | 70% | 80% |

**Enter SMART Goal #2:** To recruit and increase the percentage of minority or diverse background staff hired by the Northome school so this percentage is in correlation with the school's current demographic.

**Choose the WBWF type of Goal:**

 Achievement Disparity

\_\_\_ Integration

X Teacher Equity

## Strategies

**Strategy Name and # Enter: #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

***Add narrative. South Koochiching-Rainy River will work collaboratively with Bemidji State University and Red Lake College to create a partnership for aspiring educators to work with our staff and students at Northome School. This partnership may include post-secondary students that would like the benefit of a classroom volunteer experience, or a partnership of a student teaching experience. The focus of our goal would be to*** *increase the percentage of minority staff hired by the Northome school so this percentage is in correlation with the school's current demographic.*

***Enter location of services: Red Lake Nation College, Bemidji State University and Northome School.***

### 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. | **2023 Target** | **2024 Target** | **2025 Target** |
| --- | --- | --- | --- |
| Increase minority/ diverse background staff percentage at Northome by 1 staff each year, from our baseline. | +1 staff | +1 staff | +1 staff |
| Increase the number of volunteers in our school | 60% | 70% | 80% |
| Increase the number of volunteer post-secondary students in our school  | 60% | 70%  | 80%  |
| Build on the collaborative relationship with Red Lake Nation College and Bemidji State University to increase the number of post-secondary practicum students in our building.  | 60% | 70% | 80% |

##

**Enter SMART Goal #3** Increase the daily attendance and development of our Open Enrolled students and American Indian student population in our VPK/Head Start Program so they are Kindergarten Ready.

**Choose the WBWF type of Goal:**

X Achievement Disparity

\_ Integration

 Teacher Equity

## Strategies

**Strategy Name and # Enter: #3** Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

***Add narrative. Our goal is to increase the number of American Indian students enrolled in our VPK/Head Start program at the Northome school. This programming will support physical and social development represented in our school population. We want to provide more access to our VPK/Head Start program and will hire an American Indian Liaison to facilitate the recruitment of this goal.***

### 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. | **2023 Target** | **2024 Target** | **2025 Target** |
| --- | --- | --- | --- |
| Increase the number of American Indian Students enrolled in Head Start and VPK for three years | 50% | 60% | 75% |
| Increase cognitive development over 3 years of American Indian students enrolled in Head Start and VPK as measured by our TS Gold Assessment. | 10% | 15%  | 20%  |
| Increase the Social Development of our American Indian students enrolled in our Head Start and VPK program over three years as measured by the TS Gold Assessment. | 10% | 15% | 20% |

**Enter Location of Service: Kootasca Head Start and Northome School**

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c). This plan will create efficiencies as our students/staff work collaboratively and build positive relationships with post-secondary institutions, along with local business and companies. As far as eliminating duplicative programs, our small school district does not have a program or service similar to our Achievement and Integration program.