

## Achievement and Integration Plan July 1, 2024 to June 30, 2027

*Submissions due by March 15th, 2024*

**District ISD# and Name:** Lester Prairie Schools #424

**District Integration Status:** Racially Isolated District (RI)

**Superintendent:** Dr. Melissa Radeke

Phone: 320-395-2521

Email: radeke@lp.k12.mn.us

**Plan submitted by:** Dr. Melissa Radeke

**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: Type name of integration collaborative here, if applicable

1. **Howard Lake Waverly Winsted ISD #2687** A - Adjoining

### 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:

Signature:

Date Signed:

School Board Chair:

Signature:

Date Signed:

## 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](#).

**AIPAC Member Signature** (if applicable): \_\_NA\_\_\_\_\_ 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:** Superintendent Nate Walbruch, Principal Stephanie Kuehn, Art Teacher Kristi Main  
**Community Collaboration Council for Racially Identifiable School(s):** Superintendent Dr. Melissa Radeke, Principal Mike Lee, AD/Dean Ross Scheevel, Community Member Kelli Machemehl, EL Teacher Anne Chapman, Title Teacher Jessica Flies, Elementary Teacher Kelly Kramer, Art Teacher Angelica Biondo, Liaison Jannina Wall, Spanish Teacher Amanda Wood

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

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

## 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:** The STAR Reading Percentile Rank proficiency gap between White and Hispanic/Latino students enrolled October 1 in grades K-8 at Lester Prairie Schools will decrease from the STAR Reading baseline gap of 34% in school year 2023-24 to:

- 31% in 2024-25
- 28% in 2025-26
- 25% in 2026-27

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

**Goal #2:** The STAR Math Percentile Rank proficiency gap between White and Hispanic/Latino students enrolled October 1 in grades K-8 at Lester Prairie Schools will decrease from the STAR Math baseline gap of 24% in school year 2023-24 to:

- 21% in 2024-25
- 18% in 2025-26
- 15% in 2026-27

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

**Goal #3:** Students from Howard Lake Waverly Winsted District #2687 and Lester Prairie School District #424 will participate in activities (ex. Cultural Arts Fair, Diversity Fair, or Kindness/Courage Retreat) designed to increase cultural and racial interactions and celebrate cultural and racial diversity. The School Districts will create a survey to assess the activity and measure progress toward meeting the goals. Because the survey will assess the activity and culturally responsive teaching leading up to the activity, we will use zero as our baseline data.

**Aligns with WBWF area:** All students are reading for career and college

**Goal type:** Integration

**Goal #4:** Staff responsible for reading instruction from Lester Prairie Schools will be trained in the Science of Reading by June 30, 2027. Lester Prairie School staff responsible for reading instruction that are trained in the Science of Reading will increase from 0% in 2024 to 100% in 2027.

**Aligns with WBWF area:** All students are reading for career and college

**Goal type:** Teacher Equity

## 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* section below (Minn. Stat. § 124D.861, subd. 2).

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

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

### Strategy #1: Cross District Cultural, Racial, and Ethnic Awareness and Acceptance

**Type of Strategy:** Innovative and integrated PreK-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.

- Lester Prairie Schools will partner with Howard Lake Waverly Winsted School District at a common site for a cultural, racial and ethnic awareness and acceptance activity such as a Cultural Art Fair, Diversity Fair, or Kindness/Courage Retreat.
- Activity leaders will create learning experiences with outcomes for students that will include increasing cultural and racial interaction and celebrating cultural, ethnic, and racial diversity.
- Selected students will include middle school students.
- Assessment of the experience for students will be a survey of attitudes, interest, and overall effectiveness of the experience. On a 5-point Likert Scale, students will agree (4) or strongly agree (5) on the positive experience, increased understanding, and knowledge of ways to promote and celebrate cultural and racial diversity.

Location of services: Common site selected by the participating districts.

## 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 2025	Target 2026	Target 2027
Survey results will show that students who participate in the inter district integration activity will have an overall positive experience, increased understanding of racial and cultural diversity, and knowledge of ways to promote and celebrate cultural and racial acceptance among their peers. (Baseline data = 0%)	75%	80%	85%
Participation will be tracked and data will be disaggregated by race and FRP subgroups.	90% for each subgroup	90% for each subgroup	90% for each subgroup

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

## Strategy #2: Student Success Intervention Program

**Type of Strategy:** Innovative and integrated PreK-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.

The Intervention Program will serve the learning needs of individual students with targeted interventions provided in and outside of the general education classroom using an MTSS data-decision driven model. The Instructional Interventionist will collaborate with teachers to help develop targeted interventions that can be delivered in the general education classroom and identify and serve students who need support but do not have access to additional services such as SPED and/or EL.

Intended outcomes include closing the achievement gap between white and Hispanic/Latino student groups supported by implementing best-practice evidence-based instructional strategies to serve all students. Instructional practices will include the science of reading and teaching foundational math skills.

Location of services: Lester Prairie School District

## 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 2025	Target 2026	Target 2027
The STAR Reading baseline gap of 34% in the school year 2023-24 will be reduced to 25% by school year 2026-27.	31%	28%	25%
The STAR Math baseline gap of 24% in the school year 2023-24 will be reduced to 15% by school year 2026-27.	21%	18%	15%
The 2023 MCA Reading baseline gap of 17% will be reduced to 11% by school year 2026-27.	15%	13%	11%
The 2023 MCA Math baseline gap of 30% will be reduced to 21% by school year 2026-27.	27%	24%	21%

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

## Strategy #3: Science of Reading Training Program

**Type of Strategy:** Equitable access to Effective and More Diverse Teachers

**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.

- Lester Prairie Schools will collaborate with Southwest West Central Service Cooperative to train staff in the science of reading using an MDE-approved training program. There are 18 teachers at the elementary level and 19 teachers at the Middle High School level. We have 13 paraprofessionals. Phase One will include 19 teachers. Phase Two will include the rest of the teachers who will need the training, including new to district staff.
- A Curriculum and Assessment team will support implementation and monitor the outcomes of the science of reading.
- Achievement and Integration funds will not be used to attain this goal. Other revenue sources will be used to support this goal.

Location of services: Lester Prairie School District

## 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 2025	Target 2026	Target 2027
Lester Prairie School District staff will complete the science of reading training.	Complete Year 1 of 2 training	Complete Year 2 of 2 training	Complete training for new staff.

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

## Strategy #4: Staff Development for Teachers and Paraprofessionals

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

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

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what

this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

- Lester Prairie Schools will partner with five other districts (ACGC, BOLD, BLHS, KMS, & MACCRAY) and the Southwest Service Cooperative (SWWC) to provide onsite and virtual professional development twice monthly using the Shared Services North Collaborative model for both teachers and paraprofessionals. The shared services model will include a Data Mine in early August.
- Targeted professional development will be delivered by SWWC trained instructors and include best-practice evidenced-based instructional strategies that include topics such as the science of reading and foundational math, standards and assessment alignment, data literacy and utilization, MTSS, curriculum mapping, and culturally responsive instruction. Professional Development will also be embedded in staff meetings and PLCs and delivered by local teachers to increase effective teaching strategies for all students including SPED, EL, and FRP student groups to increase student achievement for all students and reduce the achievement gap between White and Hispanic/Latino student groups.
- The Curriculum and Instruction team, Staff Development team, and administration will prioritize and schedule the professional development activities to increase achievement for all students, increase the effectiveness of instruction for all students, and reduce the achievement gap between White and Hispanic/Latino student groups.

Location of services: Lester Prairie School District, ACGC, BOLD, BLHS, KMS, MACCRAY, and SWWC

## 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 2025	Target 2026	Target 2027
100% of the teachers and paraprofessionals will participate in the professional development activities provided by the SWWC Shared Services North Collaborative.	100%	100%	100%
100% of the teachers and paraprofessionals will implement best-practice evidence-based teaching strategies that will increase instructional effectiveness, student achievement, and student success.	100%	100%	100%

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

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

Creating efficiencies:

- This Achievement and Integration Plan creates efficiencies in multiple ways. It strengthens the Professional Development for our teachers and paraprofessionals, bolstering their skills around best-practice and evidence-based instruction. The Plan will augment the MTSS process for serving the individual needs of students

and enhance service offerings to support student needs. We anticipate efficiencies will be created around increased student belonging for all student groups along with an established focus on high-expectations for the achievement of and the development of healthy relationships of all students.

Eliminating Duplicative Programs:

- This Achievement and Integration Plan eliminates duplicative programs by knitting together district goals and initiatives. This plan interweaves student success and achievement with the MTSS process for all instruction and assessment along with new legislative Read Act requirements. This Achievement and Integration plan brings together the work of our Literacy Plan, World's Best Workforce, and Staff Development Plan to focus on the student achievement, student belonging, and student success of all students.

## Strategy #5: Academic Preparation for Post-Secondary Success

ISD #424 will close the achievement gap by preparing students for college readiness and success in a global society through the implementation of the AVID (Advancement Via Individual Determination) college readiness system.

**Type of Strategy:** College/career readiness and rigorous coursework for underserved students and increased graduation rates and increases our access to effective and diverse teachers.

**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.  |   |

**Narrative description of this strategy:** Lester Prairie Schools will close the achievement gap by preparing students for career, college and civic readiness through implementation of an AVID program in grades 7-12th. We want to ensure all students have access to opportunity knowledge, opportunities to grow their agency, and rigorous academic preparation to increase student achievement and preparedness. AVID is a nationally affiliated college-readiness program known for developing essential learning, student, and academic behavioral skills in order to promote success in rigorous coursework. AVID is also designed to increase the number of students who enroll in four-year colleges and universities. Although AVID serves all students, it focuses on the least served students in the academic middle. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID students are required to take the AVID elective class as well as advance level core classes to prepare them for the rigor of a four-year college experience. Lester Prairie Public Schools plans to do the following:

- Lester Prairie Public School District will offer the AVID elective program in our secondary school starting in SY25. In the AVID elective class, students receive instruction and support to help prepare them for college from a trained AVID elective teacher. AVID also impacts the learning success of students schoolwide as teachers implement AVID's academic strategies, such as focus notes and the Writing, Inquiry, Collaboration, Organization, and Critical Reading (WICOR) strategies. The AVID program includes career exploration in its secondary curriculum, develops partnerships with organizations to help students find pathways to careers, and supports and prepares students in degree and certificate programs to be successful in the workforce. Organization, time management, critical thinking, collaboration, and problem-solving are strong components of the AVID system.
- In addition to implementation of AVID strategies school-wide, AVID elective classes are also offered to students who desire support to achieve their goal of attending post-secondary education and training. As we begin this process, we want to put an emphasis of support to our AVID elective class that provides structured support to

accelerate the achievement and expectations for students who may have barriers in reaching their post-secondary goals. In addition to sustaining the elective course over time, we look to expand the impact of AVID schoolwide by providing the professional development and leadership necessary to ensure that all students have access to highly rigorous coursework and are equipped with the skills necessary to succeed at the post-secondary level or beyond.

- The District Director is responsible for overseeing the entire program process from the initial implementation phase to the sustaining/enhancing phase. Evaluating, promoting, and funding the program are ongoing responsibilities of the District Director. In collaboration with the Student Success coach and site team coordinator, The District Director will design and implement a phased approach to professional development and ensure site teams consist of veteran and new members. This will help create a structure that builds the capacity of faculty to integrate strategies into courses and student experiences across all departments.
- The AVID coordinator will coordinate the AVID system at the building level by leading and actively participating in the AVID site teams and student activities. They oversee and are responsible for data collection, gathering evidence for the annual certification process, advocating for students in the AVID program, and supporting equity and accessibility for all students. They act as a liaison between the students, site team, principal - who in this case is the District Director, and is a strong advocate for professional learning regarding AVID methodologies.

Location of services: Lester Prairie School District

## Key Indicators

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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 2025	Target 2026	Target 2027
100% of the secondary teachers will implement best-practice evidence-based teaching strategies that will increase instructional effectiveness, student achievement, and student success as measured through learning walks.	100%	100%	100%
The number of students going on a 4-year college tour will increase every year with more students added to the AVID elective program. Percentage will be out of how many total students there are in 9-12th grade	100%	100%	100%
The percentage of Hispanic/Latino students enrolled in 9-12 AVID courses will increase from 0% in 2025 to 18% in 2026 to 25% in 2027.	0%	18%	25%

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

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

Creating efficiencies:

- This Achievement and Integration Plan creates efficiencies in multiple ways. It strengthens the Professional Development for our teachers and paraprofessionals, bolstering their skills around best-practice and evidence-based instruction. The Plan will augment the MTSS process for serving the individual needs of students and enhance service offerings to support student needs. We anticipate efficiencies will be created around increased student belonging for all student groups along with an established focus on high-expectations for the achievement of and the development of healthy relationships of all students.

Eliminating Duplicative Programs:

- This Achievement and Integration Plan eliminates duplicative programs by knitting together district goals and initiatives. This plan interweaves student success and achievement with the MTSS process for all instruction and assessment along with new legislative Read Act requirements. This Achievement and Integration plan brings together the work of our Literacy Plan, World's Best Workforce, and Staff Development Plan to focus on the student achievement, student belonging, and student success of all students.