

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: Sleepy Eye ISD #84

District Integration Status: Racially Isolated District
(RI)

Superintendent: John Cselovszki

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Plan submitted by: John Cselovszki

Title: Superintendent

Phone: 507-794-7903

Email: john.cselovszki@sleepyeye.mntm.org

Partnering Districts

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

- | | |
|---|---|
| 1. Cedar Mountain RI - Racially Isolated | 3. Redwood Area RI - Racially Isolated |
| 2. New Um A - Adjoining | 4. Springfield A - Adjoining |

Provide the name of your integration collaborative if you have one: Cottonwood River Integration Collaborative (CRIC).

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: **Enter name.**

Signature:

Date Signed: 03/11/26

School Board Chair: **Enter name.**

Signature:

Date Signed: 03/11/26

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](#).

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: Cedar Mountain- Julia Garms (Principal), Preston Palokangas (MS/HS counselor), Zakary Pendleton (Native American Liaison).

New Ulm- Sean Koster (Superintendent), Amanda Groebner (School Board Member/Advisory Committee), Amanda Thorson (Curriculum/Instruction/Assessment/Coach/Parent).

Redwood Falls- Becky Cselovszki (Superintendent), Karla Beck (Director of Teaching & Learning), Jackie Probst (Indian Education Coordinator), Ally Carlson (Post-Secondary Advocate), Tabia Reubel (Attendance Advocate), Tianna Pendleton (Parent/AIPAC).

Sleepy Eye- John Cselovszki (Superintendent), Nancy Moore (Literacy Lead), Samantha Whittington (Title Lead, Interventions Coordinator/parent).

Springfield- Sarah Groebner (Board member, Curriculum/Instruction Committee/Parent), Jessica Potte (Board Member, Curriculum/Instruction Committee/Parent), Lori Groebner (Board Member, Curriculum/Instruction Committee/Parent). The council at our 2/23/26 meeting reviewed all district draft plans and supported the direction each districts are taking.

Submitting this Plan

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

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

Achievement and Integration Goals

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

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The percentage of ~~4–12~~ English language Learner students not meeting proficiency benchmarks in reading as evidenced in CAPTI data will decline from 49% in 2026 to 45% in 2029. ~~By the end of the 2028–2029 school year, grades 7–12 will conduct annual reviews of CAPTI data across diverse student subgroups and document at least one instructional adjustment or targeted support implemented in response to identified needs.~~

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

Achievement Disparity

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

Strategies

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

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

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

STRUCTURED REVIEW #1: Through an annual, structured review, staff will analyze subgroup trends and gaps and document at least one instructional adjustment each year—moving from compliance to action. Implementation will be phased, beginning with clear structures and shared understanding, and progressing to deeper analysis, collaborative planning, strategy alignment, and impact evaluation by 2028–2029. This work supports improved achievement, equitable access to effective instruction, and stronger staff capacity in data-informed decision-making.

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 # STRUCTURED REVIEW #1

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

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

STRUCTURED REVIEW #1: Through an annual, structured review, staff will analyze subgroup trends and gaps and document at least one instructional adjustment each year—moving from compliance to action. Implementation will be phased, beginning with clear structures and shared understanding, and progressing to deeper analysis, collaborative planning, strategy alignment, and impact evaluation by 2028–2029. This work supports improved achievement, equitable access to effective instruction, and stronger staff capacity in data-informed decision-making. The purpose of this goal is to ensure that CAPTI data in grades 7–12 is used consistently and intentionally to improve instructional practices and student outcomes for diverse student subgroups. While assessment data is collected annually, a structured and systematic review process will ensure that the data meaningfully informs instruction rather than serving as a compliance measure. Annual subgroup analysis will allow staff to identify performance trends, opportunity gaps, and emerging needs among student populations. By requiring documentation of at least one instructional adjustment or targeted support each year, the district moves from awareness to action. This expectation reinforces a culture of data-informed decision-making and shared accountability across grade levels and departments. The phased yearly indicators of progress support implementation fidelity. Initial efforts focus on establishing clear structures, timelines, and shared understanding of subgroup analysis. Subsequent years emphasize deeper trend analysis, staff engagement through PLCs or department teams, alignment of instructional strategies to identified needs, and monitoring of implementation. By 2028–2029, the process will include evaluation of the impact of instructional adjustments, creating a continuous improvement cycle.

This work aligns with district priorities to:

- ☒ Improve achievement outcomes in grades 7–12
- ☒ Strengthen instructional responsiveness to diverse learner needs
- ☒ Promote equitable access to effective instruction
- ☒ Build staff capacity in data literacy and collaborative problem-solving

Sustained annual review, documentation, and reflection will ensure that CAPTI data serves as a tool for instructional refinement and improved outcomes for all students.

Location of services: High School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<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 English Language Learner students not meeting proficiency benchmarks in reading as evidenced in Capti data will decline from 49% to 45%.	49%	47%	45%

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)). Enter text.

Goal #2:

Goal type: Teacher Equity

~~By the end of the 2028–2029 school year, the district will ensure equitable access to effective and appropriately licensed teachers for all students by annually reviewing staffing patterns and implementing intentional assignment, retention, and professional learning strategies to address any identified disparities among student groups (excluding gender, disability, and English learners).~~ Sleepy Eye will reduce disparity in access to appropriately licensed and experienced teachers among student subgroups from 0.06% in 2026 to 0.02% in 2029.

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).

This goal aligns with the district's commitments to:

- **Educational Excellence** – Ensuring all students receive high-quality instruction.
- **Equity and Opportunity** – Providing fair and consistent access to effective educators across student groups.
- **Responsible Stewardship** – Maximizing the impact of limited staffing resources in a small district.
- **Continuous Improvement** – Using data to inform thoughtful staffing decisions.

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 # ~~Strategy #1 Percentage changes will be calculated using annual staffing assignment data and interpreted where subgroup size permits statistically reliable comparison. In cases of very small subgroup counts, equitable access will be defined as no more than a one teacher differential between student groups. Using 2025–2026 as the baseline year, the district will reduce any identified disparity (anticipated to be within a 5–10 percentage point range based on small district staffing patterns) by 1%, 2%, and 3% over three years....~~ Conduct an annual audit of teacher licensure, and years of experience. Implement peer coaching for less experienced teachers in high impact classrooms. Use targeted professional development aligned to identified gaps.

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☒ Increases access to effective and diverse teachers. |

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

This goal aligns with the district's commitments to:

- **Educational Excellence** – Ensuring all students receive high-quality instruction.
- **Equity and Opportunity** – Providing fair and consistent access to effective educators across student groups.
- **Responsible Stewardship** – Maximizing the impact of limited staffing resources in a small district.
- **Continuous Improvement** – Using data to inform thoughtful staffing decisions.

KIP Explanation

Percentage changes will be calculated using annual staffing assignment data and interpreted where subgroup size permits statistically reliable comparison. In cases of very small subgroup counts, equitable access will be defined as no more than a one-teacher differential between student groups.

Using 2025–2026 as the baseline year, the district will reduce any identified disparity (anticipated to be within a 5–10 percentage point range based on small district staffing patterns) by 1%, 2%, and 3% over three years...

Location of services: elementary school

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<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
Enter KIP. Reduce any identified disparity in access to appropriately licensed and experienced teachers among student subgroups by at least 1 percentage point, or maintain equitable distribution within a one-teacher differential.	1%	2%	3%

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

Percentage changes will be calculated using annual staffing assignment data and interpreted where subgroup size permits statistically reliable comparison. In cases of very small subgroup counts, equitable access will be defined as no more than a one-teacher differential between student groups.

Using 2025–2026 as the baseline year, the district will reduce any identified disparity (anticipated to be within a 5–10 percentage point range based on small district staffing patterns) by 1%, 2%, and 3% over three years...

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)). Enter text.

Goal #3: Sleepy Eye Public School, in collaboration with the Cottonwood River Integration Collaborative (CRIC), will provide 6th grade students with exposure to postsecondary and workforce pathways. As measured by annual pre- and post-surveys from 2026 to 2029, the percentage of students reporting that their racial and cultural identities are represented in these pathways will increase from 27% in 2026 to approach or exceed 30% by 2029, with results used to guide continuous improvement

Goal type: 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).

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 # 1 Integration and college and career readiness

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

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

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

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

This goal aligns with the district's commitments to:

- **Educational Excellence** – Ensuring all students receive high-quality instruction.
- **Equity and Opportunity** – Providing fair and consistent access to effective educators across student groups.
- **Responsible Stewardship** – Maximizing the impact of limited staffing resources in a small district.
- **Continuous Improvement** – Using data to inform thoughtful staffing decisions.

Annually, within the 2027-2029 A&I plan, 6th grade students at Sleepy Eye Public School in collaboration with the CRIC schools, will participate in one Regional Career Expo featuring rotation sessions with technical college, four-year university, and workforce representatives, allowing students to explore career pathways and understanding its requirements, and a 1% annual increase in students reporting that their racial and cultural identities are represented.

Location of services: Redwood Area Public School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
On a pre and post surveys Sleepy Eye students will show positive experience initiating relationships and working as a team with students different from themselves (racially/ethnically/socioeconomically)	27%	28%	30%
<i>The number of students from each participating school district will be tracked and recorded</i>	90%	93%	96%

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

Strategy Name and # 2 Sleepy Elementary Summer STEM

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

Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- 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. | ☒ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Using VEX IQ robotics kits, students will be introduced to the basics of VEX construction with gradual incorporation of sensors and programming concepts. Students will work together to identify a posed problem, will discuss and plan potential solutions, and will build models to overcome the challenge they are presented with. They will test their models and then revise them based on the results. These activities require students to construct, design, evaluate, revise, explore, and hypothesize, all which develop the critical thinking skills needed to succeed in our fast-paced, ever-changing world, giving our students the tools necessary to compete in today's workforce. Our program will run 3 days per week, in the hour following our summer school program. Enrollment in the program will be open to all, but we hope the convenience of offering it directly after our summer program will increase the participation of our migrant and targeted populations. There is also a possibility for opening up opportunities to neighboring communities as well. Through collaboration with Springfield Public Schools we will allow students the opportunity to attend both programs, opening up avenues of communication with other communities and other learners.

Sleepy Eye Public School will also plan on cooperating with Springfield Public School to integrate student to the following Springfield program:

- The elementary STEAM academy will be available to students in grades 3-6 that have shown a need for enhanced learning opportunities in the areas of science, technology, engineering, art, and mathematics. This academy will take place over a 4-week period this summer where students will receive direct instruction in these subject areas. Learning experiences will be interactive, hands-on, and highly engaging as students will study, design, build, create, and analyze their work in relation to specific learning targets. Students selected for this program will be determined based upon test results, teacher recommendations, and ultimately, eligibility for our Title math services. Our strategy is to close the achievement gap for students in these subjects by providing this supplementary and enriching summer experience. In many cases, these students also correspond with our free and reduced lunch subgroup. This programming will help to fill the void of learning that occurs in many of their homes over the summer months. It will keep these students engaged in a positive learning environment and will support a critical-thinking mindset. Students will be assessed by introductory and exit surveys as well as by benchmark assessments that are given on a bi/tri-annual basis in the elementary school. This is a program that we have now run for nearly 5 years. It's been a positive opportunity in our district and has helped to enhance the standard of learning for our students. We look forward to expanding upon past experiences even further in the year ahead.*

Add narrative here.
Location of services: Sleepy Eye Makerspace.

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 2024	Target 2025	Target 2026
75% of Sleepy Eye students will self-report a positive experience initiating relationships and working as a team with students different from themselves (racially/ethnically/socioeconomically) reporting at an average comfort level of a 4 out of 5 on a 5-point Likert scale.	75%	75%	75%

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 2024	Target 2025	Target 2026
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 and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

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

Creating Efficiencies and Eliminating Duplicative Programs

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

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).

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.

Community Collaboration Council for Racially Identifiable School(s): 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 # 3 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:

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

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