

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: Zumbrota Mazeppa
Public School ISD #2805
District Integration Status: Adjoining District (A)
Superintendent: Michael Harvey
Phone: 507-732-1400

Email: mikeh@zmsch.k12.mn.us
Plan submitted by: Rebecca Sjolander
Title: Achievement and Integration Coordinator
Phone: 507-732-1420 ext. 1112
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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.
5. 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.

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.

1. **Rochester RI - Racially Isolated**
2. **Byron A - Adjoining**
3. **Stewartville A – Adjoining**
4. **Pine Island A – Adjoining**
5. **Dover Eyota A - Adjoining**
6. **Plainview Elgin Milville A - Adjoining**
7. **Zumbrota Mazeppa 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: Michael Harvey
Signature:

Date Signed: Enter date.

School Board Chair: Jean Roth
Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council 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:

Superintendent - Mike Harvey

Principals/Directors - Quinn Rasmussen, Dave Anderson, and Wendy Ahern

Community Ed. - Jen Burfeind

Achievement and Integration - Rebecca Sjolander

Staff Development - Laura Skogen

High School Site - Tony Brown and Josh Boraas

Counselors - Angela Hunstad, Pam Langley, and Chelsie Lockner

P - 6 Sites - Jamie Quam, Katrina Schuneman, Stacy Libenow, Lisa Nelson, and Anne Solberg

Community Members - Mary Graves, Brittany Thomforde, Kari Gunhus, Jeanette Richardson, and Beth Arendt

AIPAC - Jackie Brown Eyes

Students - Kristi Moore and Kalli Olson

School Board - Jean Roth, Angie Bredehoft, and Jason Lohmann

Technology - Grant Voth

Purpose: The District Advisory Committee is advisory to the school board and reviews elementary and high school site goals and initiatives. The committee also serves to meet district statutory requirements and assists district leaders in the creation and review of district goals to improve student learning and enhance student development.

Organizational Structure and Goal Alignment:

School Board

*District Goals and Initiatives

District Advisory Committee

*WBWF Plan

*A and I Plan

*Staff Development and Curriculum Review

*District Goals and Initiatives
Site Teams
*Site Goals
Q-Comp Plan and Goals
*Site Specific Staff Development Planning, Implementation, and Plan Evaluation
*Site Specific Curriculum Review Planning and Implementation
*Site Initiatives
PLCs
*PLC Goals
*Instructional Best Practices
*Student Centered
Teachers

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.

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 percentage of all students (including those in identified groups like: FRPL, non-FRPL, Hispanic, American Indian, etc.) enrolled in grades 3-6 at ZM who are in the “low risk” category on Fastbridge aReading will increase from 68.5% in fall of 2019 to 70.5% in the fall of 2023. Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting 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).

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 # 1. "A Bridge to Kindergarten"

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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.

"A Bridge to Kindergarten" is a strategy to reduce economic disparity for our students that could not afford preschool (students that will receive free and reduced priced lunch). Due to our building project, this strategy will be structured in a slightly different way during the first year. During the summer of 2020, administration and teachers will identify students that did not attend preschool. They will contact parents to set up a date in which to engage families through a home visit. During that time, teachers will give parents information and answer any questions they may have. Teachers will also drop off learning material such as books, flashcards, worksheets, etc. that families can use to practice skills for kindergarten. The following years (summer of 2021 and summer of 2022), we plan to hold a two-week (M-Th) "Bridge to Kindergarten" summer session (exact dates to be determined) at the ZM Primary School in Zumbrota, MN. Hours will be 8:30-12:30. We will provide transportation as well as both breakfast and lunch. We will invite all incoming kindergarteners. Focus will be on familiarizing the students with the school, bus, routines, etc. We will also target academics like letter and number recognition, writing names, etc. We will assess students using our standards-based tools for kindergarten. We will have kindergarten staff, other certified teachers, and paraprofessionals to deliver instruction.

Location of services: **Zumbrota Mazeppa Primary School Zumbrota, MN and the ZM Community**

Strategy Name and # 2. WIN Interventions/Flexible Groupings

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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.

Through monthly PLC meetings along with quarterly data meetings, teachers will review FASTbridge assessment data, historical MCA data, classroom formative and summative assessment data and will identify student needs for Tier I, II, and III support. Title I students and targeted services students (WIN and After School) will be identified along with special education students. All PK-3rd grade teachers will participate in team meetings and data days. The Title I Lead Teacher, Title I paraprofessionals, the A&I Coordinator, and other teachers involved in delivering services to identified students will work closely with classroom teachers in order to maximize the effectiveness of the interventions and strategies being used. Students will be progress monitored using FASTbridge or another research-based program.

Location of services: **Zumbrota Mazeppa Primary and Elementary School**

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
The percentage of all students enrolled in grades 3-6 at ZM who are in the “low risk” category on Fastbridge aReading will increase from 68.5% in fall of 2019 to 70.5% in the fall of 2023.	69.5%	70.0%	70.5%
The percentage of students identified as Hispanic enrolled in grades 3-6 at ZM who are in the “low risk” category on Fastbridge aReading will increase from 68.5% in fall of 2019 to 70.5% in the fall of 2023.			
The percentage of students identified as Asian enrolled in grades 3-6 at ZM who are in the “low risk” category on Fastbridge aReading will increase from 68.5% in fall of 2019 to 70.5% in the fall of 2023.			
The percentage of students identified as Black enrolled in grades 3-6 at ZM who are in the “low risk” category on Fastbridge aReading will increase from 68.5% in fall of 2019 to 70.5% in the fall of 2023.			

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
The percentage of students identified as 2 or more races enrolled in grades 3-6 at ZM who are in the “low risk” category on Fastbridge aReading will increase from 68.5% in fall of 2019 to 70.5% in the fall of 2023.			
The percentage of students that enter kindergarten who are in the “low risk” category on the Fastbridge Fall Composite Benchmark assessment will increase from 70% in September of 2019 to 72.0% in the fall of 2023.	71.0%	71.5%	72.0%

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

Goal #2: During the 2020 school year and through the 2023 school year, through the use of professional development strategies, all students in K-12 will have an equitable opportunity to achieve academic standards in classroom groupings that balance student needs, strength, and diversity with teacher skill and experience.

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

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* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Strategy Name and # 1. Professional Development Opportunities

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:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <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 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.

ZM teachers will be encouraged to take advantage of professional development opportunities that will improve their teaching so that students will reap the benefits in improved academic achievement.

Location of services: **Zumbrota Mazeppa District**

Strategy Name and # **2. Equitable Classrooms**

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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.

Teachers and administrators will look at Fastbridge student achievement data a minimum of 3 times each year and identify students that are in the “at risk” or “high risk” areas of need and will utilize the information to create classroom groupings that balance student needs, strengths, and diversity with teacher skills and experience.

Location of services: **Zumbrota Mazeppa District**

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
Staff professional development opportunities will be evaluated based on support for building and district goals related to student achievement, teacher development and recognition of student differences.	100%	100%	100%
Teachers and administrators will look at Fastbridge student achievement data a minimum of 3 times each year and identify students that are in the “at risk” or “high risk” areas of need and will utilize the information to create classroom groupings that balance student needs, strengths, and diversity with teacher skills and experience.	Meet 3 times	Meet 3 times	Meet 3 times

Goal #3: The ZM Elementary School will send a team of student leaders to one student school board meeting (in Rochester) per year and make personal connections through email, letters, or an in-person visit in order to increase their knowledge of diversity and inclusion.

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

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).

Strategy Name and # **1. Integration Strategy**

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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 ZM Schools Achievement and Integration Coordinator will attend equity and/or cultural competency trainings and present to the ZM staff as needed. The ZM Elementary School will send a group of student leaders to one of Rochester’s Student School Board Meetings for both groups to learn from each other. Student leaders will be chosen by teacher recommendation. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. Students will respond to diversity by building empathy, respect, understanding and connection. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. Students will debrief with the A&I Coordinator. They will complete a self-reflection assessment about their experience. The A&I Coordinator will find speakers to address cultural awareness to both students and staff.

Location of services: **Zumbrota Mazeppa District**

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
ZMES Student Leaders will attend one Rochester Student School Board Meeting.	1 mtg	1 mtg	1 mtg

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
ZMES Student Leaders' reflection will show that they express comfort with people who are both similar to and different from them and engage respectfully with all people.	80%	90%	100%
ZMES Student Leaders' reflection will show that they respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.	80%	90%	100%
ZMES Student Leaders' reflection will show that they respond to diversity by building empathy, respect, understanding and connection.	80%	90%	100%
ZMES Student Leaders' reflection will show that they examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.	80%	90%	100%

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)). **The ZM Schools are a growing district in Southeast Minnesota benefitting from the expansion of the Mayo Clinic in Rochester and other business growth. We are gaining families that work in Rochester that are either looking for less expensive housing or maintaining a connection to smaller town living. With this growth comes an increase in the cultural and economic diversity of our families. Our school district has only recently done specific work in the area of cultural competency through our Achievement and Integration Plan. We have done very successful work in building up our school district culture and creating a brand “Building a Bridge to the Future” in the past years. One of the main goals in this positive culture is to continue to increase the cultural competency of our entire staff as well as our students. We are well-positioned to accomplish this due to the positive nature of our staff and their great relationships with our students. This is still a relatively new concept for our staff and not duplicative in any way. By having someone on staff dedicated to stay current on cultural competency trends/requirements, we are creating training efficiencies for the rest of our staff.**

Racially Identifiable School(s) (RIS)

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.*

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)).

RIS Goal # 1

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

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

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

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

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

Type of Strategy: Choose the type of strategy.

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

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases 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 will instruction be delivered, and where will this take place.

We plan to hold a two-week (M-Th) “Bridge to Kindergarten” summer session during the weeks of July 27- August 6 at the ZM Primary School in Zumbrota, MN. Hours will be 8:30-12:30. We will provide transportation as well as both breakfast and lunch. We will invite all incoming kindergarteners. Focus will be on familiarizing the students with the school, bus, routines, etc. We will also target academics like letter and number recognition, writing names, etc. We will assess students using our standards-based tools for kindergarten. We will have kindergarten staff, other certified teachers, and paraprofessionals to deliver instruction.

Location of services: Zumbrota Mazepa Primary School Zumbrota, MN

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 are 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 2021	Target 2022	Target 2023
<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 percentage points each year. 2020 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.