INDEPENDENT SCHOOL DISTRICT 659
PUBLIC HEARING

Monday, November 9, 2026 ~ 5:15 p.m. - 5:45 p.m. ~ Public Hearing
Northfield District Office Boardroom
Meeting Link

AGENDA

1. Call to Order
2. Procedures for Public Hearings
3. Review Outcomes of the 2025-26 Comprehensive Achievement and Civic Readiness (CACR) Plan
4. Opportunity for Community Feedback
5. Adjournment

The Northfield School District recognizes that we reside on the homeland of the Wahpekute Tribe of the Dakota Nation.
We acknowledge the wrongdoings, previous and ongoing, and strive to repair and strengthen our relations with Indigenous peoples.

Reaching Out, Reaching Up:
THE 2027 STRATEGIC PLAN

Northfield PUBLIC SCHOOLS

VISION

We prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

BENCHMARKS

1. All children are ready for ***kindergarten***.
2. All students are connected to the ***community***.
3. All students are at grade level in ***reading and mathematics*** by the end of third and sixth grades.
4. All students exhibit physical, social and emotional ***well-being***.
5. All students have a ***connection*** with a caring adult beyond their parents as they transition to middle school.
6. All students have interests, goals and a ***vision*** for the future by the end of eighth grade.
7. All students ***graduate*** from high school with a plan to reach their full potential.
8. All ***employees*** report satisfaction in the workplace.
9. All ***parents*** report satisfaction with their children's educational experience.
10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure ***financial stability***.
11. ***Community education*** provides relevant and accessible learning opportunities for all residents.

Note: The first seven benchmarks are aligned with the language identified by Northfield Promise, a collective impact consortium of 20 community organizations committed to helping Northfield's youth thrive "from cradle to career."

STRATEGIC COMMITMENTS



People

We prioritize the engagement, satisfaction, and support of every student, staff member, and family.



Learner Outcomes

We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.



Equity

We ensure that every child has a fair opportunity to reach their full potential.



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

We responsibly manage our personnel, finances, property, time and environmental impact.



Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks.

PROCEDURES FOR PUBLIC HEARINGS BEFORE THE SCHOOL BOARD

Public hearings are required by law concerning certain issues and the Northfield Board of Education recognizes the value of obtaining public input on matters before the school board during a public hearing. The board retains the right to require that those in attendance at a public hearing indicate their desire to address the board and complete and file with the clerk of the board an appropriate request prior to the commencement of the hearing. Every effort will be provided at a public hearing for all points of view to be heard and considered. To that end, the board has adopted the following procedures:

1. Individuals wishing to address the board shall be recognized by the board chair before speaking.

2. Each speaker will be required to share their first and last name, validate that they are a district stakeholder, and the group they represent when applicable. The board may require a brief statement of the subject to be covered or the issue to be addressed before allowing the speaker to address the board.

3. Each speaker will be limited to three-minutes unless the limit is waived by a majority vote of the board members present at the beginning of the hearing.

4. Questions for clarification are appropriate, but debate of issues is not.

Comprehensive Achievement and Civic Readiness & Achievement and Integration

11/9/26

Northfield PUBLIC SCHOOLS

Strategic Plan

VISION

We prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

Benchmarks and Strategic Commitments serve as the foundation for all continuous improvement work.



Northfield PUBLIC SCHOOLS

People

We prioritize the engagement, satisfaction, and support of every student, staff member, and family.

Learner Outcomes

We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.

Equity

We ensure that every child has a fair opportunity to reach their full potential.

Communication

We communicate effectively and transparently with all stakeholders.

Stewardship

We responsibly manage our personnel, finances, property, time and environmental impact.

Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks.

Plan for Tonight

- Overview of Comprehensive Achievement and Civic Readiness (CACR) & Achievement and Integration (A&I) requirements
- Comprehensive Achievement and Civic Readiness Goals and Data
- Achievement and Integration Goals and Data

Comprehensive Achievement and Civic Readiness

During the 2024 legislative session, the title and composition of the World's Best Workforce report changed.

- Name changed from World’s Best Workforce to Comprehensive Achievement and Civic Readiness
  - Presumably to better communicate a focus on student learning (rather than a focus on our current workforce)
- Elimination of the 3rd grade reading goal (this is now part of our Spring “Local Literacy” plan)
- Addition of a “Lifelong Learning” goal

Comprehensive Achievement and Civic Readiness

- The State of Minnesota requires all public school districts to develop comprehensive, long-term strategic plans that address the following five CACR goals:
  - All children are **ready for school**.
  - All racial and economic **achievement gaps** between students are closed.
  - All students are ready for **career and college**.
  - All students **graduate** from high school.
  - All students are prepared to be **lifelong learners**.
- Northfield will continue to report on early literacy within this report.

Achievement and Integration

- Achievement and Integration:
  - The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

- Eligibility:
  - Racially Isolated* (Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.)
  - Adjoining
  - Racially Identifiable School
  - Voluntary

Achievement and Integration

This plan must contain three types of goals with 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)).

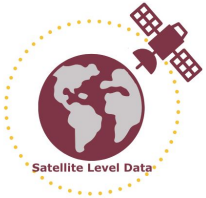
Achievement and Integration

- Our goal areas for Achievement and Integration:
  - Achievement Gap - based on earned credits
  - Achievement Gap - based on kindergarten literacy
  - Educator Equity - differentiation
  - Integration Goal - student leadership data summit

Comprehensive Achievement and Civic Readiness and Achievement & Integration

- We gather input from staff and community through the Northfield Forward Committee.
- We are expected to share a report of our goals and progress each year and post it to our website.
- What questions do you have about CACR and A&I as programs or as requirements?

Link to the report that will be added to our website.



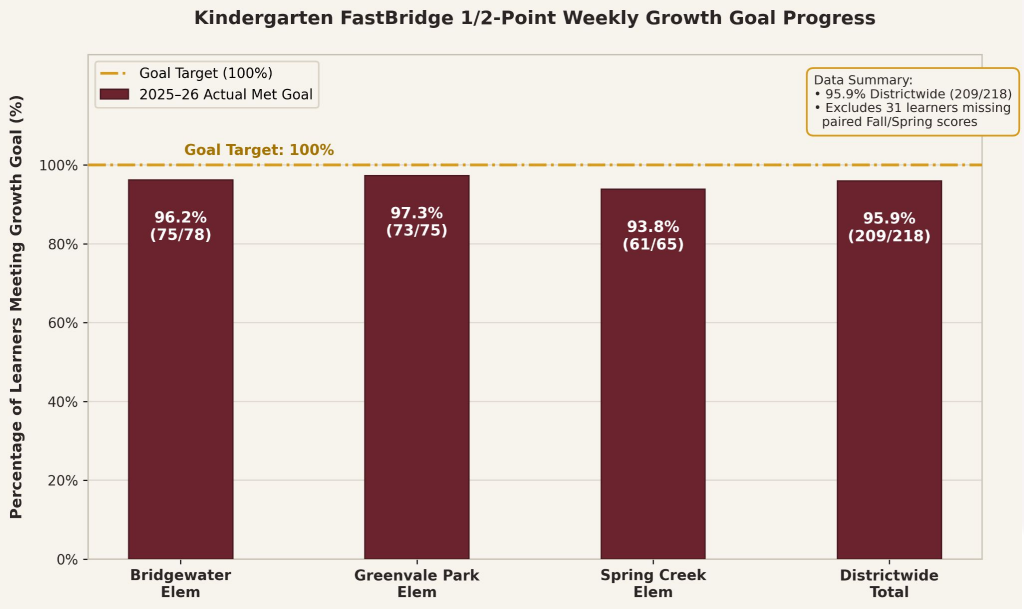




<table>
<tr><th>Satellite Level Data</th><th colspan="2">Map Level Data</th><th>Street Level Data</th></tr>
<tr><td rowspan="2">Typically one time per year</td><td colspan="2">Typically 3-4 times per year</td><td rowspan="2">Frequent - can be multiple times daily</td></tr>
<tr><td>Screening</td><td>Diagnostic</td></tr>
<tr><td>Shows district, school-wide, or grade-level patterns of achievement; points in the general direction for further investigation but often lagging and difficult to inform quick pivots in instruction</td><td>Shows grade-level, classroom, or student-group centered patterns of achievement and helps to uncover skill gaps</td><td>A targeted assessment used to identify specific strengths, needs, and skill gaps to guide instruction or intervention.</td><td>Shows real-time student-group and individual student blend of quantitative and qualitative data that invites shifts in instructional plans, but challenging to generalize</td></tr>
<tr><td>Examples: Standardized and external test scores (MCA, ACT & AP), and graduation rates</td><td colspan="2">Examples: FastBridge & STAR screening scores, Capti ReadBasix, common unit assessments, portfolios</td><td>Examples: Exit tickets, classroom discussions, feedback, surveys, progress monitoring scores, teacher observations, daily assignments</td></tr>
</table>

Comprehensive Achievement and Civic Readiness

Kindergarten Readiness



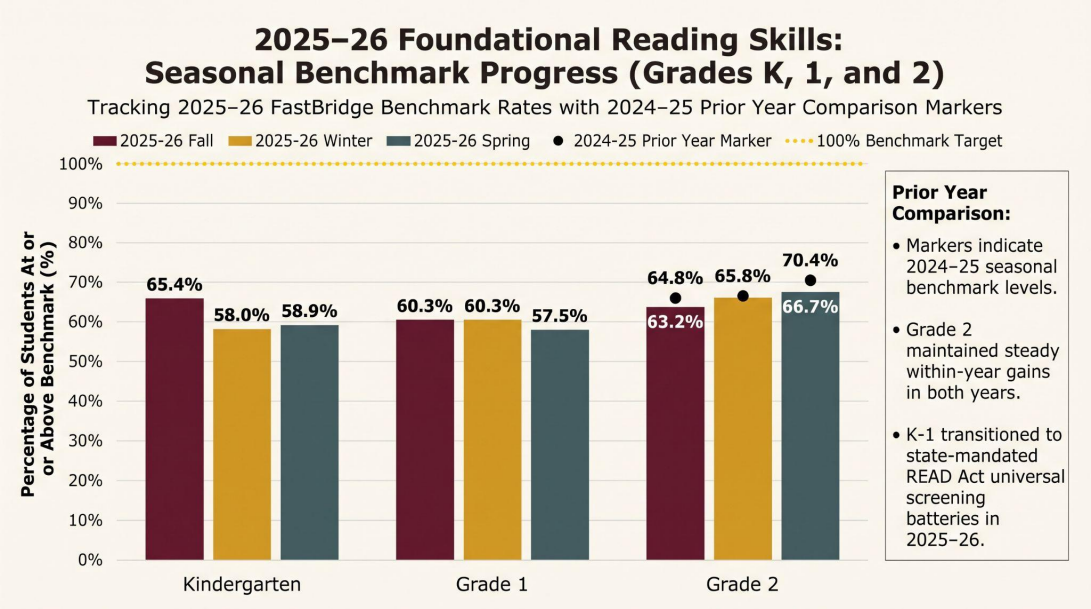
In an effort to ensure that **all children are ready for school**, our goal is: 100% of kindergarten students will make a 1/2 point growth per week from the Fall to Spring benchmark using the Fastbridge Assessment.

During the 2025–26 school year, 95.9% of kindergarten learners with valid Fall and Spring FastBridge earlyReading composite scores met or exceeded the district's goal of 0.5 points of growth per week.

Recommended Next Steps

- Revise the goal and/or benchmark
  - Raise our target to encourage stronger reading growth for every learner
  - Focus the goal on actions to support readiness (rather than increase proficiency during kindergarten)
- Engage community partners to support readiness experiences so children enter kindergarten ready to learn
- Direct targeted support where it is needed most so every student group thrives

3rd Grade Reading



In an effort to ensure that **all children master foundational reading skills**, our goals are:

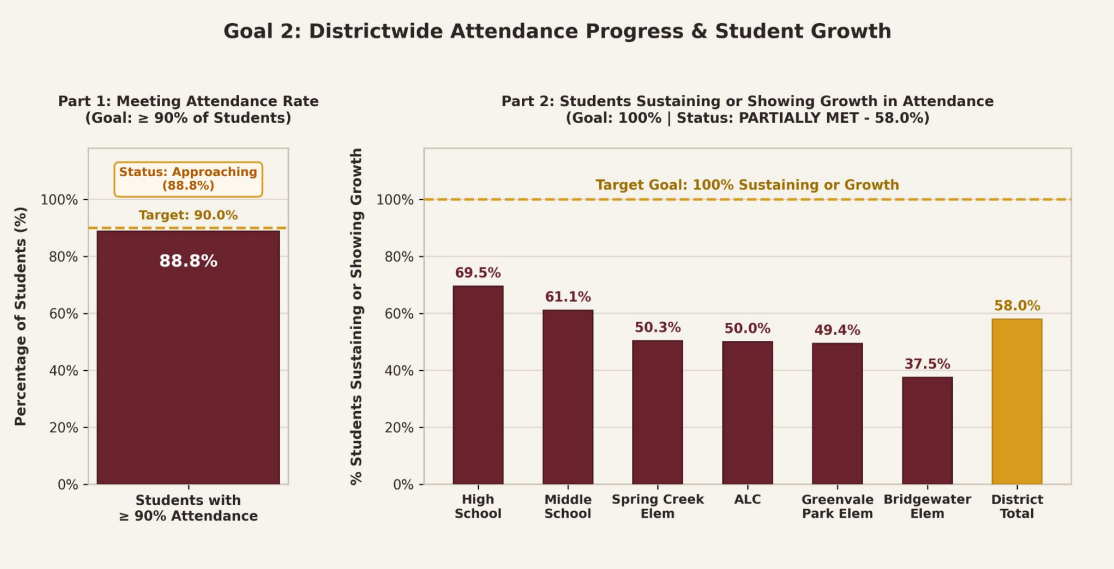
- Building literacy teams will support adult fidelity of structured phonics program instruction to 30 minutes per day by identifying roadblocks to progress and aligning just-in-time supports.
- Ensure all children meet foundational reading skills benchmarks.

Overall K–3 Proficiency: 61.8% of elementary students (599 of 969) met or exceeded foundational reading benchmark criteria by Spring 2026.

Recommended Next Steps

- Shift primary focus from educator implementation to student achievement impact data
- Revisit and revise foundational skills programming to better align with mid- and end-of-year expectations
- Continue to monitor the fidelity of Bridge2Read implementation and provide targeted support to classroom teachers
- Use elementary data days to focus on student groups needing increased intervention

Closing the Achievement Gap



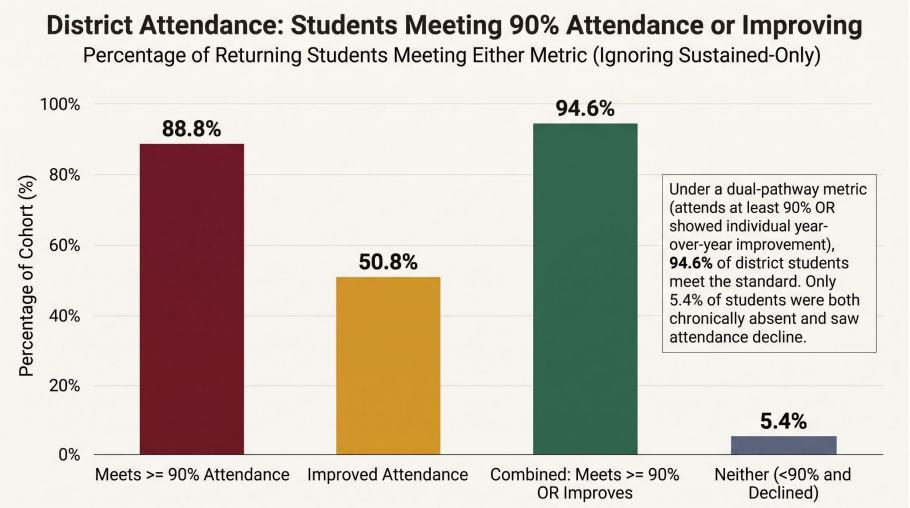
In an effort to ensure that **all racial and economic achievement gaps between students are closed**, our goal is: The attendance rate for all students will be at least 90%, and every student will improve their attendance.

District Attendance Rate ≥ 90%: 88.8% of all enrolled students individually maintain ≥ 90% attendance.

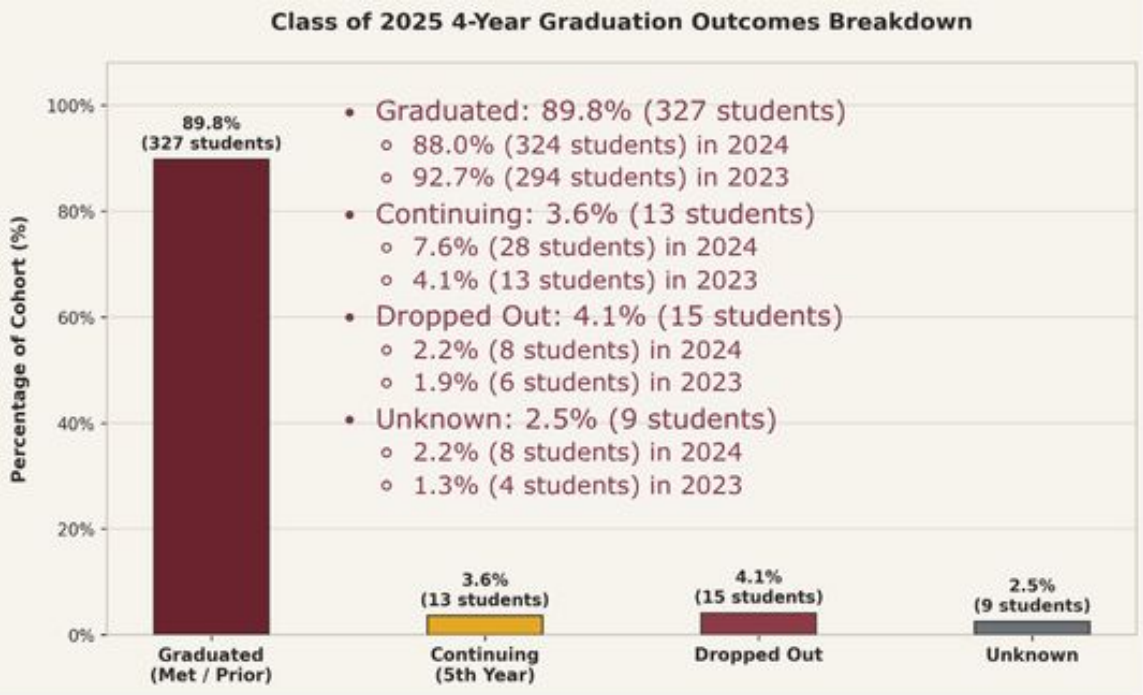
Every Student Improves Attendance: Across the district, 58.0% of returning students either improved or maintained their attendance rate. Secondary schools (High School at 69.5% and Middle School at 61.1%) demonstrated the highest rates of individual student improvement.

Recommended Next Steps

- Rewrite the goal/benchmark
  - Account for minor fluctuations in attendance data due to seasonal illness
  - Target support to the disproportionately impacted student groups (those eligible for educational benefits, receiving special education services, or who face housing/ transportation difficulties)
  - With a significant systemic improvement in attendance as a result of our Minnesota Department of Education Pilot program, choose a different area of achievement gap focus
- Continue to intervene early with personal check-ins
- Provide increased support to students during transition years
- Continue to keep students connected to school during attendance setbacks



Graduation Rates

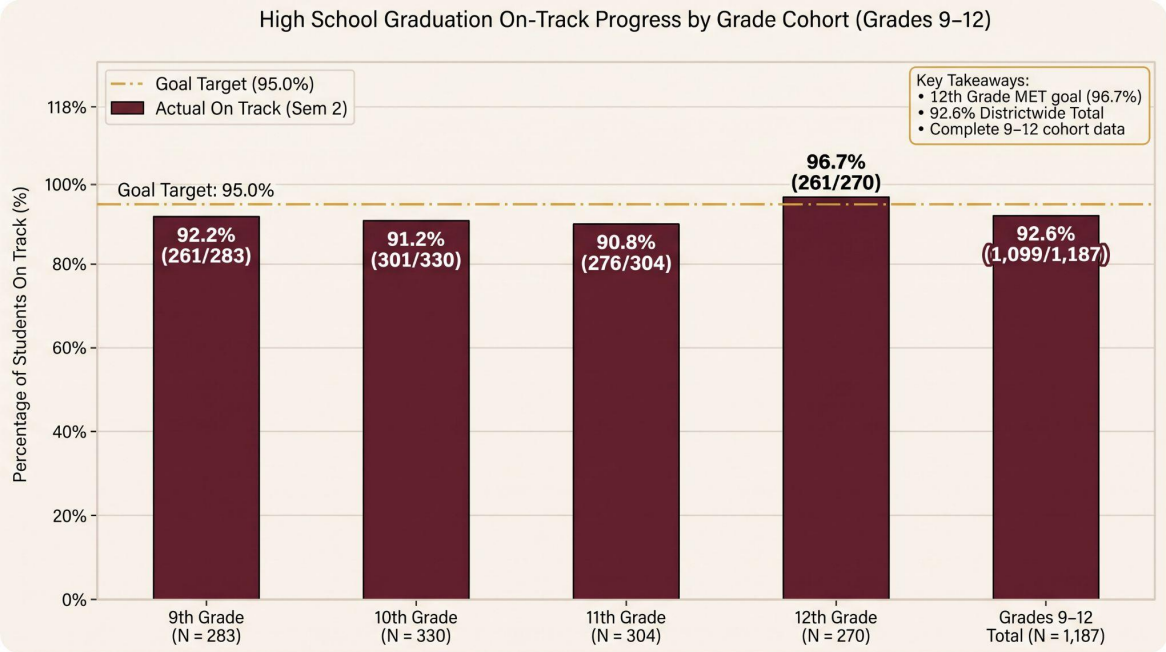


In an effort to ensure that **all students graduate from high school**, our goal is: The Northfield School District will achieve a 4-year graduation rate of at least 95%.

Recommended Next Steps

- Update our goal to count students who are graduating or continuing their education (up to age 22 for transition programming), raising our success rate to 93.4%
- Improve transfer tracking to ensure students who relocate or enroll elsewhere are not counted as "Unknown"
- Continue to support students with coursework before becoming credit deficient
- Continue to enhance the partnership between the high school and ALC to encourage students to access the various credit recovery options available

College and Career Readiness



In an effort to ensure that **all students are ready for career and college**, our goal is: 95% of each Northfield District grade level cohort (grades 9–12+) will be on track for graduation.

Overall, 92.6% of all high school students (1,099 of 1,187) are currently on track for graduation.

Recommended Next Steps

- Consider a different metric to measure readiness for college and career
- Continue intervening early in 9th and 10th grade to recover credits immediately before deficits accumulate and encourage students to participate in Burst, Night School, and Summer Credit Recovery
- Target academic support to close credit-earning gaps particularly for students eligible for educational benefits

Lifelong Learning

In an effort to **prepare all students to be lifelong learners**, our goal is: In the 2025–2026 school year, 95% of Northfield High School 11th graders will know or have some idea of their interests, goals, and a vision for the future by the end of 11th grade.

By the end of 11th grade, 82% of our students completed a Career Interest Profiler, and 97% completed the Strengths Explorer. These are two different self-discovery assessments within Naviance that students are asked to complete. The Career Interest Profiler assesses career interests based on Holland Interest Codes, and the Strengths Explorer is a Gallup strengths assessment.

Recommended Next Steps

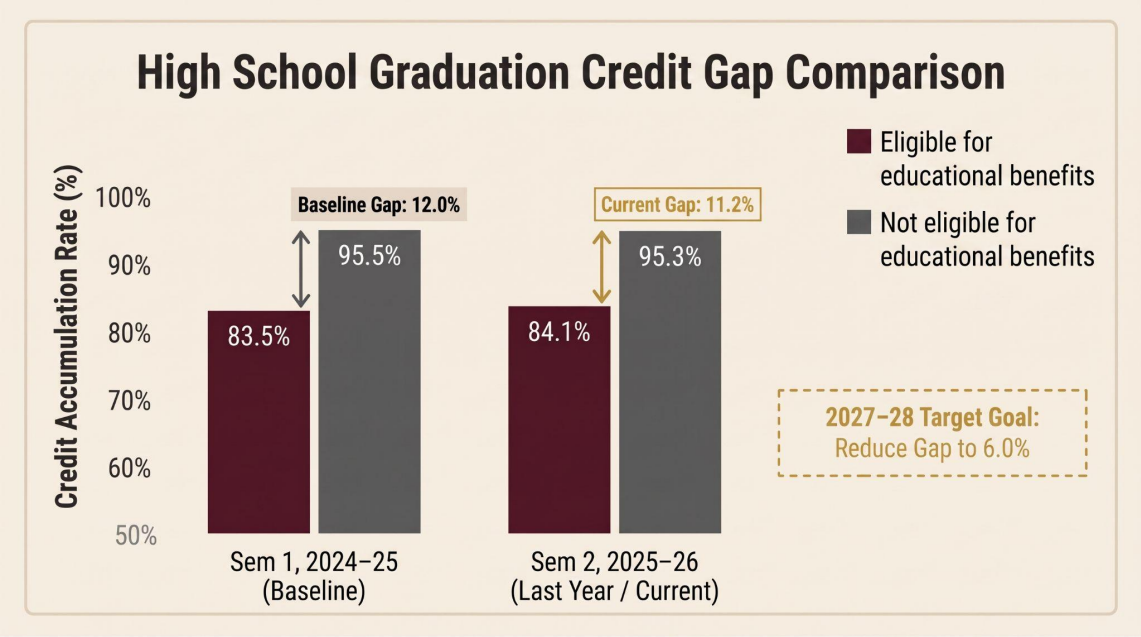
- Revise goal and/or benchmark
- Determine process to ensure that every student participates in post-secondary planning related to goals, interests, and a vision for their future

Questions about CACR

What questions do you have about the Comprehensive Achievement and Civic Readiness report?

Achievement and Integration

Achievement Gap - Credits



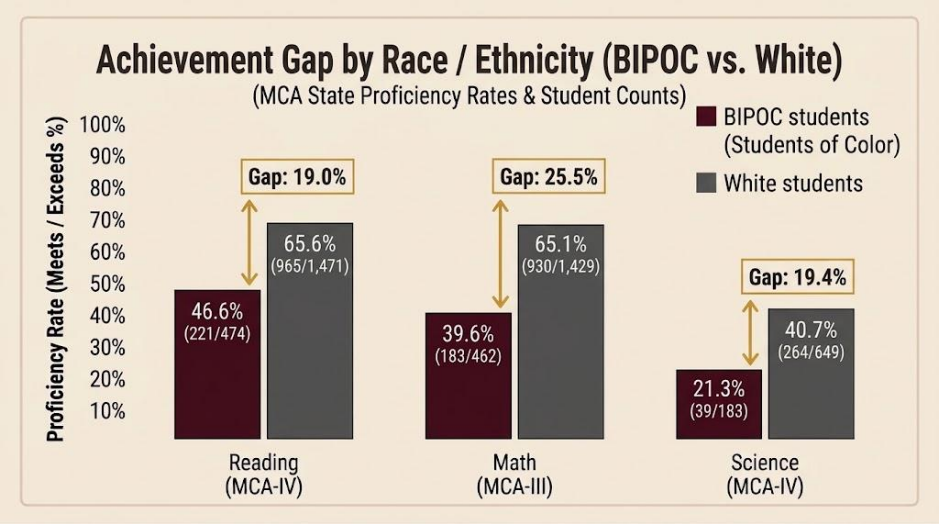
The gap in the percentage of students eligible for educational benefits and those who are not who are credit deficient will decrease from a current level of 12% at semester 1 of the 2024-2025 school year to 6% at the end of the 2027-2028 school year.

Baseline (Semester 1, 24–25): 12.0% gap

Semester 2, 25–26:11.3% gap

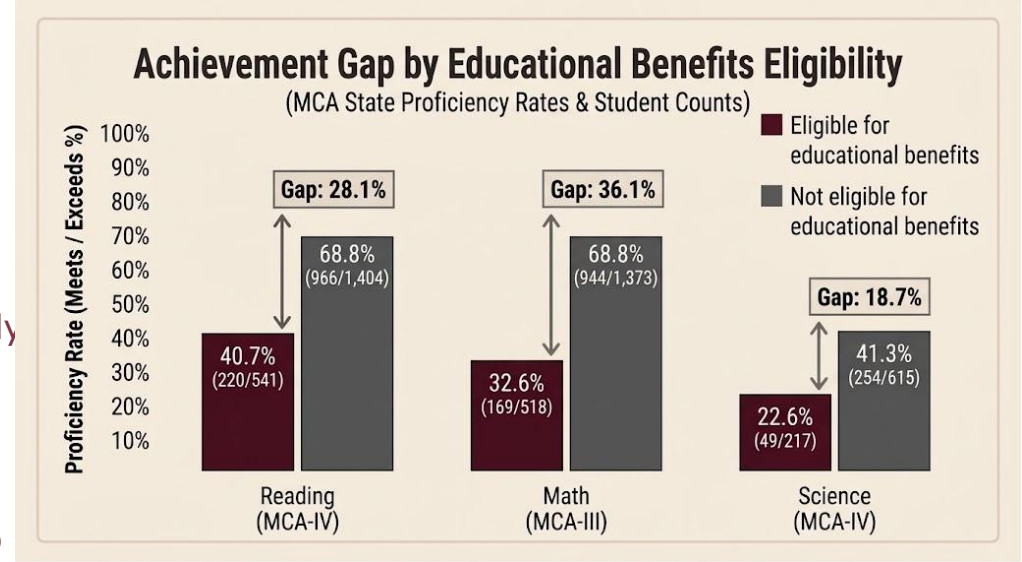
Next Steps

- Consider a different metric to measure our achievement gap
  - As part of the Comprehensive Achievement and Civic Readiness plan, we must track graduation rates
  - We have other areas of achievement gaps to address
- Continue intervening early in 9th and 10th grade to recover credits immediately before deficits accumulate
- Target academic support to close credit-earning gaps, particularly for students eligible for educational benefits
- Leverage flexible pathways at the ALC to keep working or non-traditional students on track for a diploma

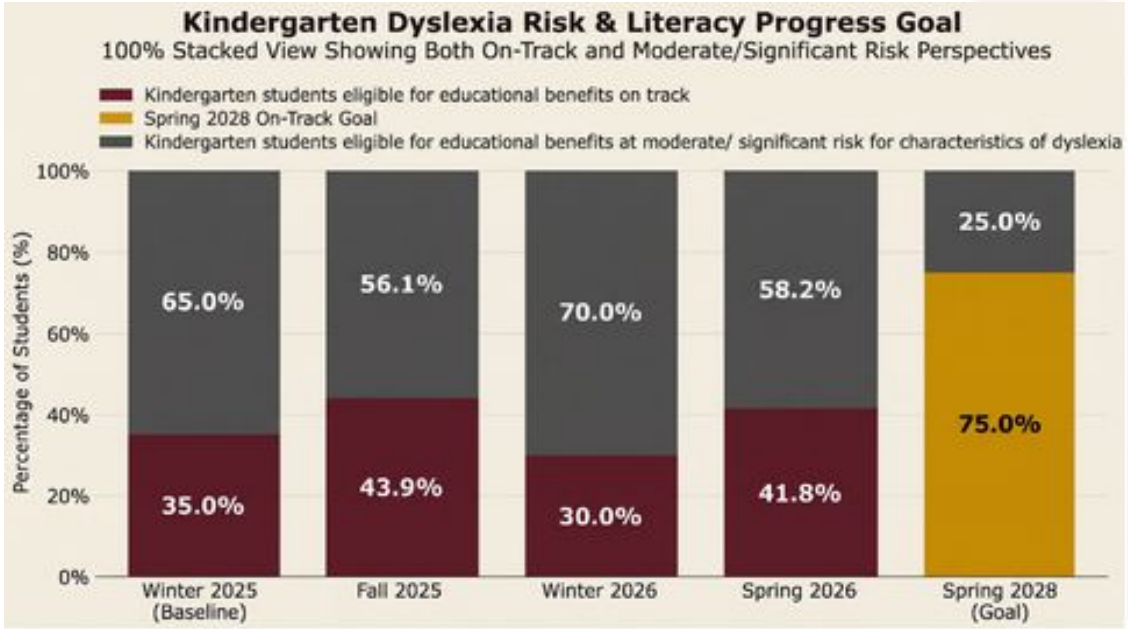


Next Steps

- Consider a different metric to measure our achievement gap
  - As part of the Comprehensive Achievement and Civic Readiness plan, we must track graduation rates
  - We have other areas of achievement gaps to address
- Continue intervening early in 9th and 10th grade to recover credits immediately before deficits accumulate
- Target academic support to close credit-earning gaps, particularly for students eligible for educational benefits
- Leverage flexible pathways at the ALC to keep working or non-traditional students on track for a diploma



Achievement Gap - Kindergarten Literacy



The percentage of Kindergarten FRP students at moderate or significant risk for characteristics of dyslexia will decrease from 65% in Winter 2025 to 25% by Spring 2028 as measured by the district's screeners.

Spring 2026 Status:

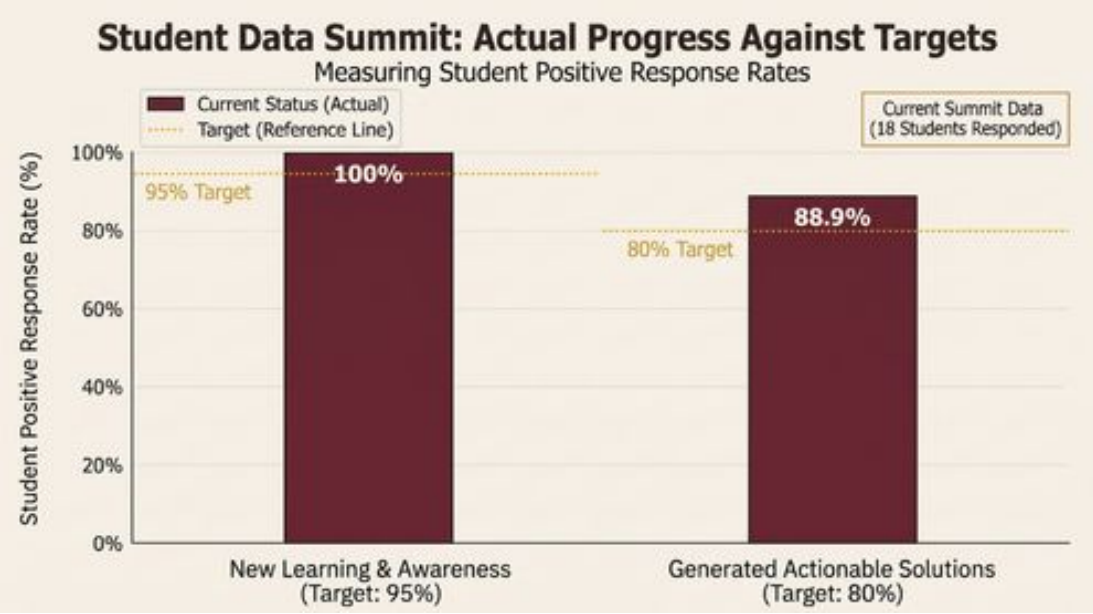
41.8% (23 out of 55 screened Kindergarten FRP students) on track.

58.2% (32 out of 55 screened Kindergarten FRP students) at moderate/ significant risk.

Next Steps

- Increase impact of intervention programming that supports foundational skills
  - Determine alignment with the Science of Reading
  - Ensure access to appropriate intervention resources
- Provide ongoing support of Bridge2Read Foundational Skills curricular resource implementation
- Improve transfer of skills from intervention to classroom practice
- Increase at-home activities to build literacy skills

Integration - Student Data Summit



Increase student awareness and understanding of district data with peers in the Cannon River Collaborative (CRC) so that 100% of annual data summit attendees report learning something new about CRC districts, and at least 90% agree they generated potential solutions to reduce achievement gaps.

100% (18/18) responded positively (yes) to: Did you learn something new about the students in your district?

88.9% (16/18) responded positively (yes or somewhat) to: Do you think your district team developed clear and actionable next steps for responding to the data?

Next Steps

- If possible, increase the number of Northfield participants who attend the Data Summit
- Plan intentional activities to ensure students develop clear and actionable next steps
- Consider other, non-perception, methods of measurement

Effective and Diverse Teachers - Differentiation

Increase the percentage of high school teachers consistently implementing targeted differentiation strategies for MTSS Team-identified at-risk students, from <5% to 20% by the end of the 2027-2028 school year, as measured by Success Coach logs.

Data Assessment Note: The initial data collection methodology utilizing Success Coach logs was insufficient to fully capture consistent classroom differentiation practice across high school staff.

Next Steps & Evaluation Adjustment: Moving forward, our district will re-evaluate the approach to determine the most effective teacher equity goal structure and select a reliable measurement strategy to use in future reporting cycles.

Questions

What questions do you have about our Achievement and Integration goals and progress?

Student Success Snapshot 2025

Northfield's Comprehensive Achievement and Civic Readiness & Achievement and Integration report

Every Northfield student deserves a strong start and meaningful opportunities to thrive. This report summarizes our district's progress toward Minnesota's Comprehensive Achievement and Civic Readiness (CACR) and Achievement and Integration (A&I) goals. Our goals focus on how we support student growth in readiness, literacy, achievement, graduation, and lifelong learning.

Comprehensive Achievement and Civic Readiness

- Kindergarten Readiness
- Reading Well by 3rd Grade
- Closing the Achievement Gap
- Graduation Rates
- College and Career Ready
- Lifelong Learner







Achievement and Integration

- On Track for Graduation
- Kindergarten Literacy Risk
- Differentiation for At Risk Students
- Collaborative Data Summit

Fast Fact Table (2025-2026 Data at a Glance):

Goal Area	How We Performed	Target/ Goal
Kindergarten Readiness Increase FastBridge Scores	95% of students met growth target	100%
Reading Proficiency Increasing students meeting foundational reading proficiency	61.8% of students met foundational reading proficiency	100%
Achievement Gap (Attendance) Increasing students meeting ≥ 90%	88.8% of students attended ≥ 90% school days	≥ 90%
Graduation Rate 4-year graduation rate	89.8%	at least 95%
College and Career Readiness Credits on track for graduation	92.6% on track	at least 95%
Lifelong Learning High school students having vision for their future	97% completed inventories	95%
Achievement Gap Credit attainment gap decreases based on economic status	11.3% gap	Less than 6% gap
Kindergarten Literacy Risk Literacy risk decreases focused on economic status	58.2% of students eligible for educational benefits demonstrating risk	25%
Collaborative Data Summit Students attending data summit respoding positively on feedback survey related to learning and action	100% learned something and 88.9% affirmed actionable plan	100% and 90%

Explore the next pages to learn more about our goals and progress

Comprehensive Achievement and Civic Readiness

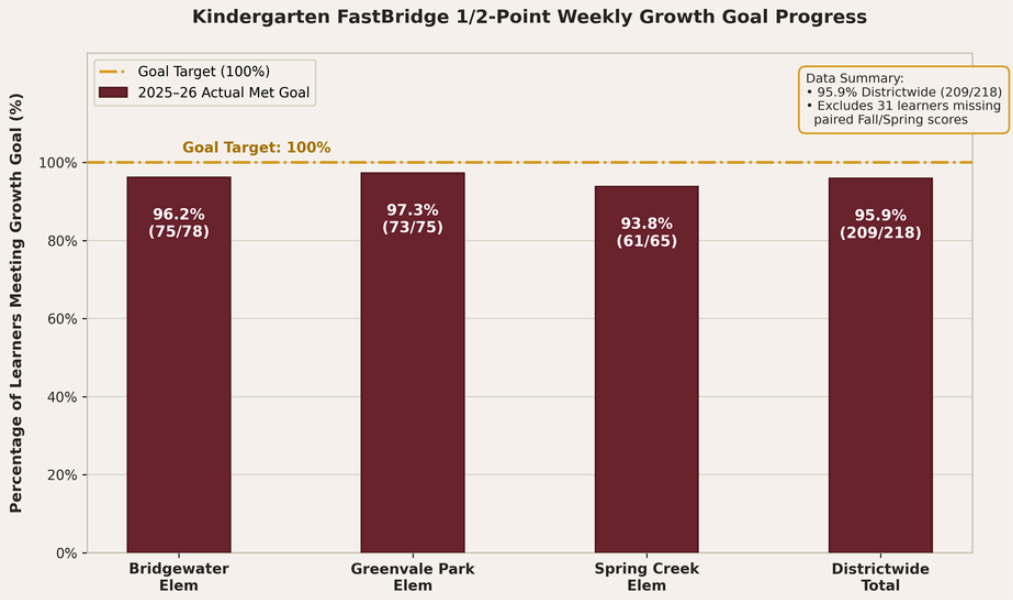
Our Kindergarten Readiness Goal:

In an effort to ensure that **all children are ready for school**, our goal is:

- 100% of kindergarten students will make a 1/2 point growth per week from the Fall to Spring benchmark using the Fastbridge Assessment.

How We Performed:

- During the 2025–26 school year, 95.9% of kindergarten learners with valid Fall and Spring FastBridge earlyReading composite scores met or exceeded the district's goal of 0.5 points of growth per week.



Next Steps:

- Raise our target to encourage stronger reading growth for every learner.
- Engage community partners to support readiness experiences so children enter kindergarten ready to learn.
- Track individual learning growth across the year, rather than just measuring a baseline.
- Direct targeted support where it is needed most so every student group thrives.

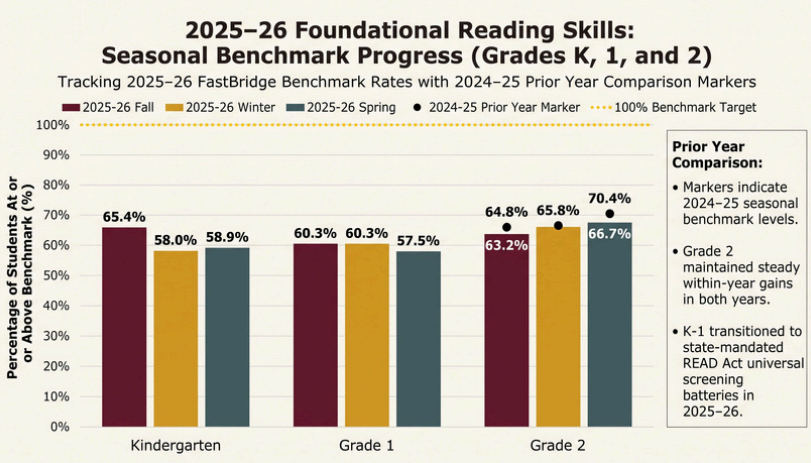
Our 3rd Grade Reading Goal:

In an effort to ensure that **all children master foundational reading skills**, our goals are:

- Building literacy teams will support adult fidelity of structured phonics program instruction to 30 minutes per day by identifying roadblocks to progress and aligning just-in-time supports.
- Ensure all children meet foundational reading skills benchmarks.

How We Performed:

- Overall K–3 Proficiency: 61.8% of elementary students (599 of 969) met or exceeded foundational reading benchmark criteria by Spring 2026.



While 3rd grade reading is no longer part of the Comprehensive Achievement and Civic Readiness reporting requirements because it has been replaced by our local literacy plan, it is important information to share with our community. Because of the READ Act legislation, The Reading Well by 3rd Grade goal is being replaced by our Local Literacy Plan. Information about the local literacy plan can be found here.

Comprehensive Achievement and Civic Readiness

Our Closing the Achievement Gap Goal:

In an effort to ensure that **all racial and economic achievement gaps between students are closed**, our goal is:

- The attendance rate for all students will be at least 90%, and every student will improve their attendance.

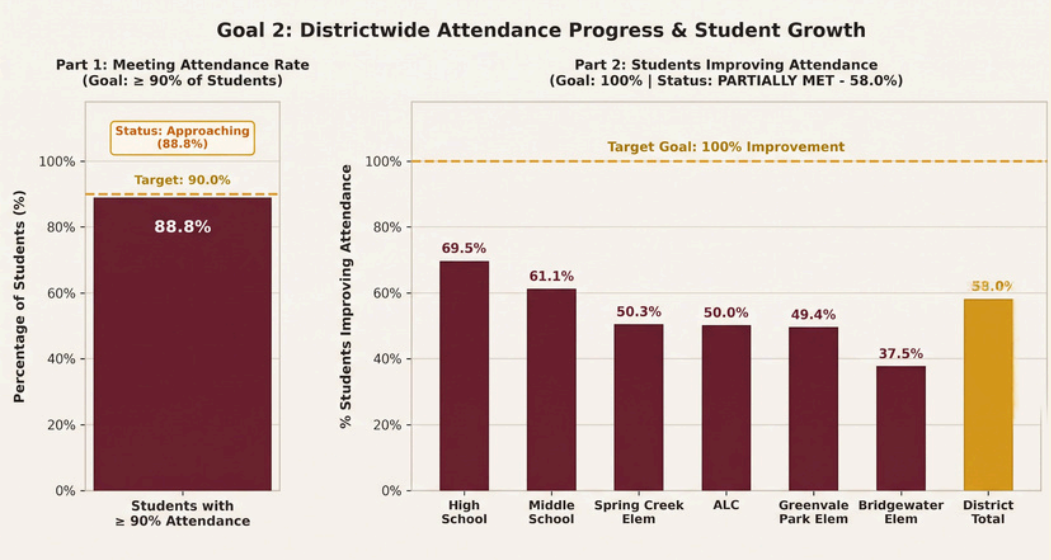
How We Performed:

District Attendance Rate ≥ 90%:

- 88.8% of all enrolled students individually maintain ≥ 90% attendance.

Every Student Improves Attendance:

- Across the district, 58.0% of returning students either improved or maintained their attendance rate. Secondary schools (High School at 69.5% and Middle School at 61.1%) demonstrated the highest rates of individual student improvement.



Next Steps:

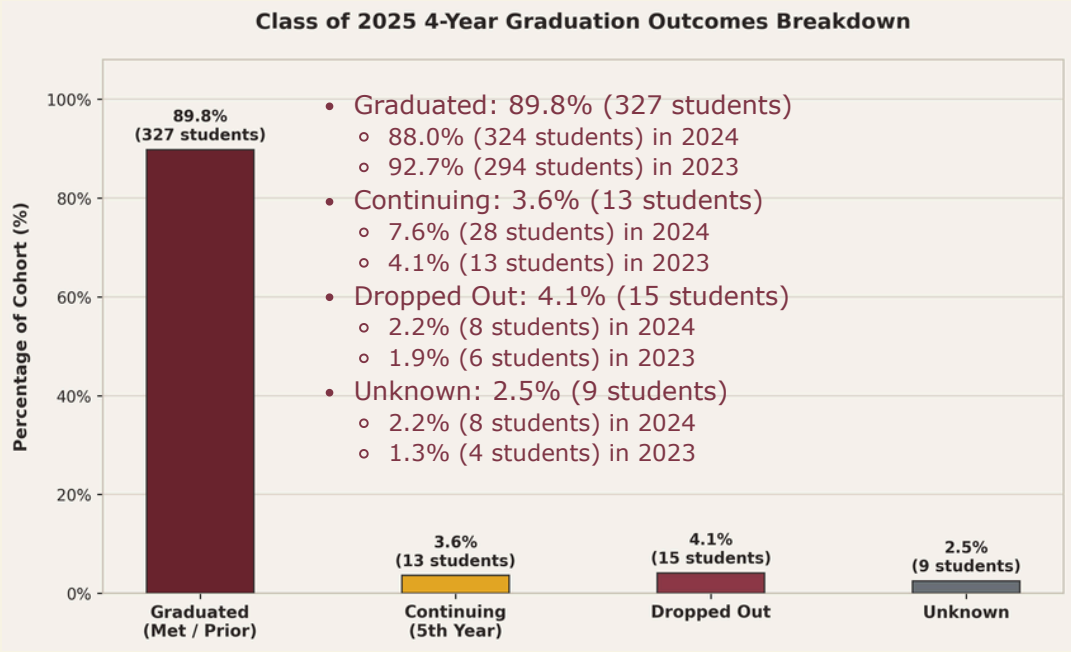
- Rewrite the goal/benchmark
  - Account for minor fluctuations in attendance data due to seasonal illness
  - Target support to the disproportionately impacted student groups (those eligible for educational benefits, receiving special education services, or who face housing/ transportation difficulties)
  - With a significant systemic improvement in attendance as a result of our Minnesota Department of Education Pilot program, choose a different area of achievement gap focus
- Continue to intervene early with personal check-ins
- Provide increased support to students during transition years
- Continue to keep students connected to school during attendance setbacks

Our Graduation Rates Goal:

In an effort to ensure that **all students graduate from high school**, our goal is:

- The Northfield School District will achieve a 4-year graduation rate of at least 95%.

How We Performed:



- Graduated: 89.8% (327 students)
  - 88.0% (324 students) in 2024
  - 92.7% (294 students) in 2023
- Continuing: 3.6% (13 students)
  - 7.6% (28 students) in 2024
  - 4.1% (13 students) in 2023
- Dropped Out: 4.1% (15 students)
  - 2.2% (8 students) in 2024
  - 1.9% (6 students) in 2023
- Unknown: 2.5% (9 students)
  - 2.2% (8 students) in 2024
  - 1.3% (4 students) in 2023

Next Steps:

- Update our goal to count students who are graduating or continuing their education (up to age 22 for transition programming), raising our success rate to 93.4%.
- Improve transfer tracking to ensure students who relocate or enroll elsewhere are not counted as "Unknown".
- Continue to support students with coursework before becoming credit deficient.

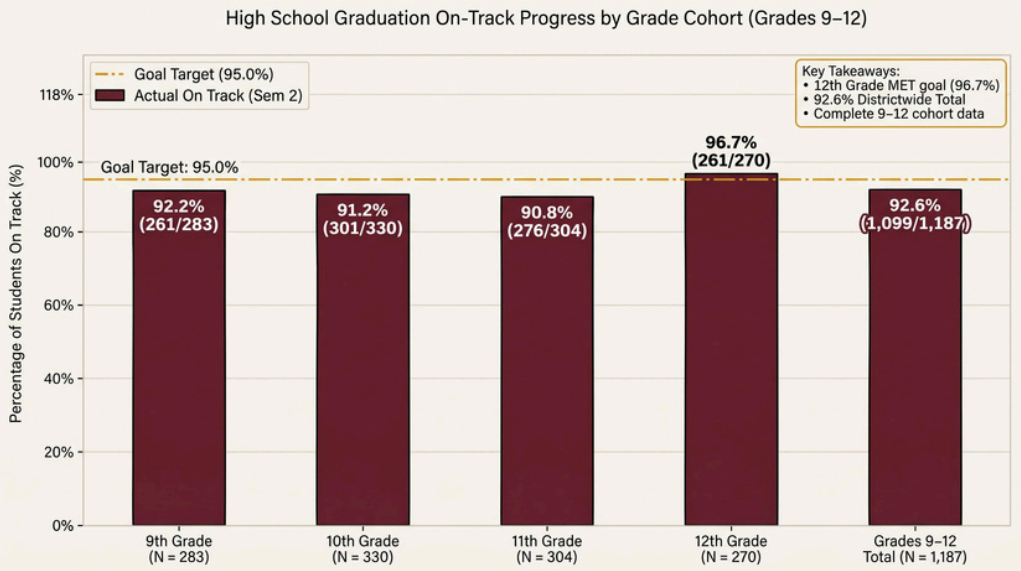
Our College and Career Readiness Goal:

In an effort to ensure that **all students are ready for career and college**, our goal is:

- 95% of each Northfield District grade level cohort (grades 9–12+) will be on track for graduation.

How We Performed:

- Overall, 92.6% of all high school students (1,099 of 1,187) are currently on track for graduation.



Next Steps:

- Consider a different metric to measure readiness for college and career
- Continue intervening early in 9th & 10th grade to recover credits immediately before deficits accumulate.
- Target academic support to close credit-earning gaps particularly for students eligible for educational benefits.
- Leverage flexible pathways at the ALC to keep working or non-traditional students on track for a diploma.









Our Lifelong Learning Goal:

In an effort to **prepare students to be lifelong learners**, our goal is:

- In the 2025–2026 school year, 95% of Northfield High School 11th graders will know or have some idea of their interests, goals, and a vision for the future by the end of 11th grade.

How We Performed:

- By the end of 11th grade, 82% of our 11th grade students completed a Career Interest Profiler and 97% of our 11th grade students completed the StrengthsExplorer. These are two different self-discovery assessments within Naviance that students are asked to complete. The Career Interest Profiler assesses career interests based on Holland Interest Codes and the StrengthsExplorer is a Gallup strengths assessment.

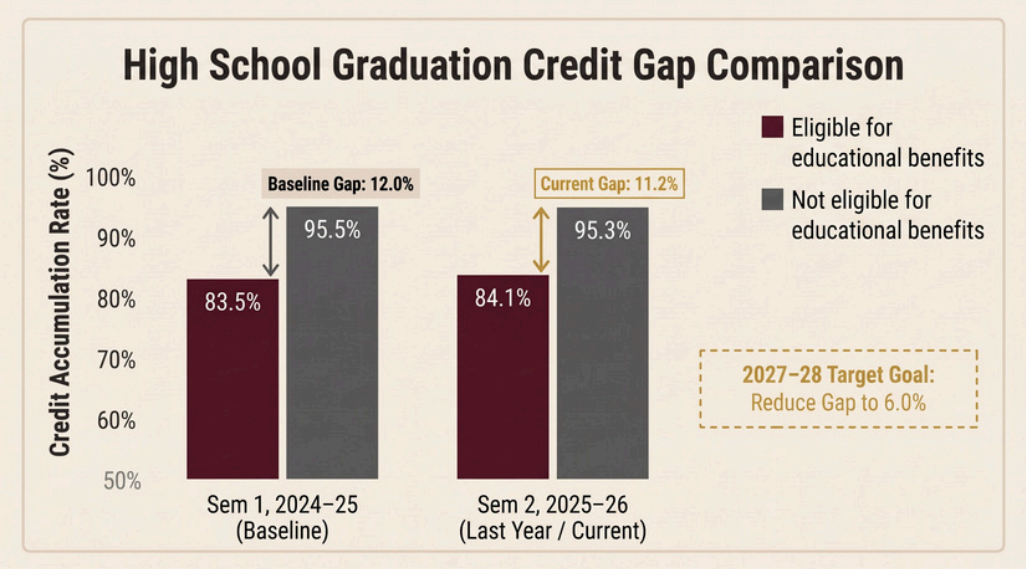
Achievement and Integration

Achievement Gap - Credits

The gap in the percentage of NFRP and FRP students who are credit deficient or who are not on track for graduation will decrease from a current level of 12% at semester 1 of the 2024-2025 school year to 6% at the end of the 2027-2028 school year.

How We Performed:

Baseline (Semester 1, 24–25): 12.0% gap
Semester 2, 25–26:11.3% gap



Next Steps:

- Consider a different metric to measure our achievement gap
- Continue intervening early in 9th & 10th grade to recover credits immediately before deficits accumulate.
- Target academic support to close credit-earning gaps particularly for students eligible for educational benefits.
- Leverage flexible pathways at the ALC to keep working or non-traditional students on track for a diploma.

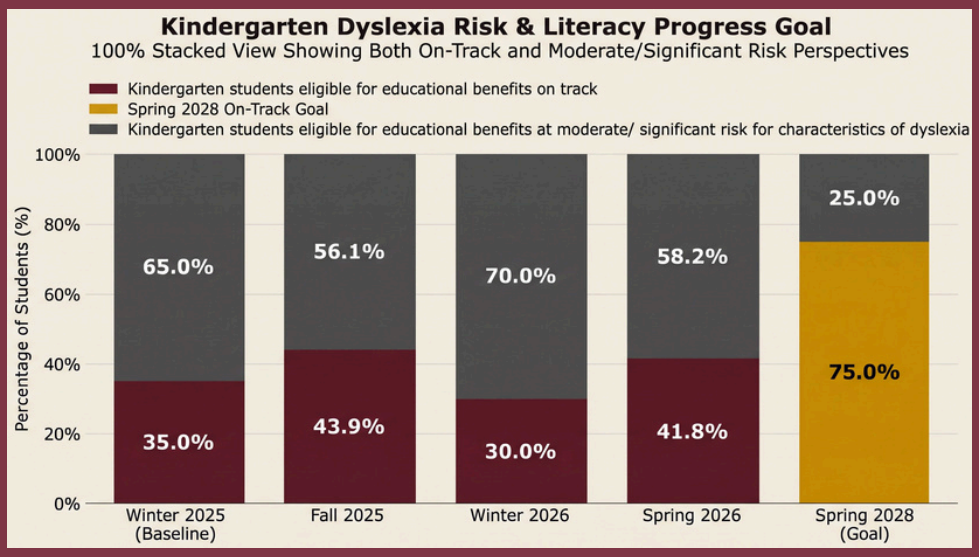
Achievement Gap - Kindergarten Literacy Risk

The percentage of Kindergarten FRP students at moderate or significant risk for characteristics of dyslexia will decrease from 65% in Winter 2025 to 25% by Spring 2028 as measured by the district's screeners.

How We Performed:

Spring 2026 Status:

- 41.8% (23 out of 55 screened Kindergarten FRP students) on track.
- 58.2% (32 out of 55 screened Kindergarten FRP students) at moderate/ significant risk.



Next Steps:

- Continue supporting Intervention Phonics groups.
- Provide ongoing support of Bridge2Read Foundational Skills curricular resource.
- Increase at-home activities to build literacy skills.

Achievement and Integration

Every Achievement and Integration plan must include a goal related to having students from collaborative districts engage in an experience. Northfield is fortunate to partner with a number of districts (the Cannon River Colalborative) to host an annual Student Data Summit.

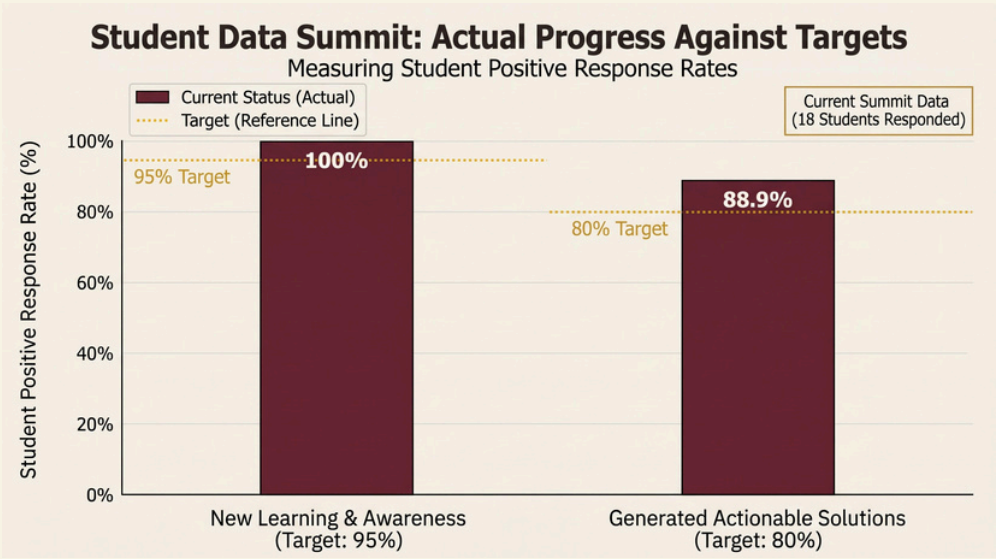


Integration - Collaborative Data Summit

Increase student awareness and understanding of district data with peers in the Cannon River Collaborative (CRC) so that 100% of annual data summit attendees report learning something new about CRC districts, and at least 90% agree they generated potential solutions to reduce achievement gaps.

How We Performed:

- 100% (18/18) responded positively (yes) to: Did you learn something new about the students in your district?
- 88.9% (16/18) responded positively (yes or somewhat) to: Do you think your district team developed clear and actionable next steps for responding to the data?



Next Steps:

- If possible, increase the number of Northfield participants who attend the Data Summit
- Plan intentional activities to ensure students develop clear and actionable next steps
- Consider other, non-perception, methods of measurement

Every Achievement and Integration plan must include a goal related to increasing student's access to effective and diverse teachers.



Access to Effective and Diverse Teachers

Increase the percentage of high school teachers consistently implementing targeted differentiation strategies for MTSS Team-identified at-risk students, from <5% to 20% by the end of the 2027-2028 school year, as measured by Success Coach logs.

How We Performed:

- Data Assessment Note: The initial data collection methodology utilizing Success Coach logs was insufficient to fully capture or quantify consistent classroom differentiation practice across high school staff.
- Next Steps & Evaluation Adjustment: Moving forward, our district will re-evaluate our approach to determine the most effective teacher equity goal structure and select a reliable measurement strategy to use in future reporting cycles.

TO LEARN MORE

Comprehensive Achievement and Civic Readiness



Kindergarten Readiness



Reading Well by 3rd Grade



Closing the Achievement Gap



Graduation Rates



College and Career Ready



Lifelong Learner

Minnesota requires every school district to create a plan for how they will support student success from early learning through graduation. The plan focuses on key goal areas: kindergarten readiness, reading proficiency by third grade, closing achievement gaps, preparing students for college and careers, and graduating on time. Beginning in the 2024–25 school year, the "World's Best Workforce" plan was renamed Comprehensive Achievement and Civic Readiness (CACR) to highlight the importance of lifelong learning.

Learn more about Comprehensive Achievement and Civic Readiness Here

Achievement and Integration



On Track for Graduation



Kindergarten Literacy Risk



Differentiation for At Risk Students



Collaborative Data Summit

Achievement and Integration is Minnesota's plan to close learning gaps and give all students fair opportunities in school. The program supports racial and economic integration, helps raise student achievement, and works to reduce differences in learning across diverse groups. Northfield qualifies because we partner with a district that has racially isolated schools, so our plan must show a strong commitment to working together.

Learn more about Achievement and Integration Here

Northfield PUBLIC SCHOOLS

For more information about Northfield Public Schools' Comprehensive Achievement and Civic Readiness or Achievement and Integration goals, action steps, and data, please reach out to Dr. Jennifer Reichel at jreichel@northfieldschools.org.