

NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: Matt Hillmann Ed.D., Superintendent
RE: Table File Items for March 10, 2025 Regular School Board Meeting

5. Items for Discussion and Reports
 - a. Priority-Based Budget Reduction Process Updates. Superintendent Hillmann and Director of Finance Val Mertesdorf will update the board about the priority-based budget reduction process. The Priority-Based Budget Reduction Process Frequently Asked Questions document is attached.
6. Consent Agenda
 - b. Gift Agreements. Additional gifts were received at the end of last week. Updated gift agreements to be approved are attached.
 - d. Personnel Items.
 - i. Appointments
 19. Jess Hathaway, Softball/Basketball Official with Community Ed Recreation, beginning 5/5/2025-8/31/2025. \$30/game.
 20. Maria Hegland, Instructor or Swim Assistant with Community Ed Recreation, beginning 4/1/2025-5/31/2025. Step 2-\$14.76/hr.
 21. Jay Kuivinen, Lifeguard with Community Ed Recreation, beginning 4/19/2025-5/31/2025. Step 6-\$15.80/hr.
 22. Samantha Samuel, 1.0 FTE Custodian at the High School, beginning 3/14/2025. Step 5-\$22.58/hr.
 23. Carrie Zupfer-Rice, .568 FTE Long Term Substitute Early Childhood Special Ed Teacher for 2 days/week, Mondays and Tuesdays only, at the NCEC, beginning on or about 3/31/2025-5/23/2025. MA+40, Step 10.
 - ii. Increase/Decrease/Change in Assignment
 21. Rafael Estrella, Teacher at the Middle School, add MSYC Teacher as needed Mon.-Thurs. at the Middle School, effective 3/12/2025-5/15/2025. \$40/hr.
 22. Rachel Morrison, .90 Assistant Girls Lacrosse Coach at the High School, change to 1.0 Assistant Girls Lacrosse Coach at the High School, effective 3/31/2025. \$4,435 stipend.
 23. Melissa Spitzack, Teacher at Spring Creek, add Summer Raider Fitness Instructor with Community Ed Recreation, effective 7/7/2025-8/31/2025. \$55/participant.
 - iii. Leave of Absence
 2. Tammy Izzler-Johnson, FMLA Leave of absence from 12/9/2024-3/12/2025. Leave of Absence effective from 3/13/2025 and will continue through the end of the 2024-2025 school year.
 - iv. Retirements/Resignations/Terminations
 4. Tegan Underdahl, Dance Team Coach at the High School, resignation effective 3/4/2025.
7. Items for Individual Action
 - a. 2026-2028 Achievement and Integration Plan. The board is asked to approve the 2026-2028 Achievement and Integration Plan. The Achievement and Integration (A&I) program was established to increase racial and economic integration of students and to increase student academic achievement by reducing academic disparities based on students' diverse racial, ethnic, and economic backgrounds.

Superintendent's Recommendation: Motion to approve the 2026-2028 Achievement and Integration Plan as presented.

10. Future Meetings
 - a. ~~Tuesday, March 11, 2025, 6:00 p.m., Priority Based Budget Process Public Input Meeting, NHS Auditorium~~
 - b. Thursday, April 3, 2025, 6:00 p.m., Priority Based Budget Process Public Input Meeting, NMS Auditorium
 - c. Monday, April 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

- d. Monday, April 28, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- e. Monday, May 12, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom



— Celebrating 150 years —

2025 Priority-Based Budget Reduction Process

Frequently Asked Questions

Last Updated 03.10.2025

TOPIC BOOKMARKS		
General Questions	Activities Package	District Services Package
Elementary Package	Secondary Package	Special Services Package

General Questions		
No.	Question	Answer
1	Are there ways to generate additional revenue?	<p>There are limited methods for additional revenue generation. These include increasing enrollment by recruiting new students from other districts, increasing housing inventory, and increasing the birth rate.</p> <p>We explore all revenue avenues. One current revenue stream in development is advertising in specific district venues, such as gymnasiums, fields, and other public spaces.</p>
2	Why are you reducing the budget after passing the Reimagine NHS bond referendum?	<p>Understanding that the budget reductions process is solely associated with our operating budget is vital. The operating budget is directly related to the funding we receive from the state government, federal government, and our local voter-approved operating levy. The bond referendum funds approved by voters in November 2024 are separate and do not impact this process. As we move ahead, an updated and more efficient Northfield High School facility will likely save operating costs due to a modernized, well-insulated facility that uses the efficiencies of geothermal energy to manage the building's heating and cooling. It will be an attractive facility that will be helpful in recruiting new families.</p>
3	How were the budget reduction recommendations developed?	<p>The district used a participatory process to help identify areas for reduction within five budget packages. Over 80 parents, community members without students, administrators, high school students, and staff members participated. All those who completed an interest form were included.</p> <p>The priority-based budget teams met three times at the district office on February 11, 18, and 25.</p> <p>Priority-based budget reduction team members were</p>

		<p>expected to:</p> <ul style="list-style-type: none"> ● Work productively and respectfully with other team members. ● Identify budget reduction areas within their team category using district priorities and other relevant considerations from their team's discussions. ● Provide feedback and recommendations to the board based on their team's discussions.
4	How does the increased lease cost for the new city ice arena impact the general fund budget?	The district uses its lease/levy authority to pay the annual leases for space at the ice arena, gymnastics center, and the Dundas Dome. Unrestricted general fund money is not used to pay for these leases, so it is not part of this budget reduction discussion.
5	What percentage of districts in Minnesota are in this position?	In a recent MSBA survey, approximately 50% of responding districts indicated they are reducing their budget for FY2025-26.
6	How often have we made cuts like this?	The district made significant budget reductions in 2005-2007. A small reduction was made in 2011. In 2022-2024 the district reduced approximately \$5.5 million over two years. This is our fifth participatory process in the past 20 years.
7	Why are we reducing the budget by \$6 million when the fund balance percentage is higher than other districts?	The school board set a district benchmark of maintaining 14% in the unassigned fund balance as a percentage of expenditures. The fund balance supports the district in times of financial uncertainty (i.e. COVID-19 pandemic, state shutdown, unprecedented inflation). This allows the board to respond thoughtfully to the budget prioritization. The fund balance is similar to a savings account. You can only spend the funds once. Eighty percent of the district's budget is salary and benefits, which are on-going expenditures.
8	Do you know which licensed teachers are going to be reduced?	Not yet. The staffing process is complex in the spring as we process retirements, resignations and leave of absence requests. In the coming weeks, we will meet to begin placing staff based on licensure area and seniority.
9	Why is the state not funding education adequately?	The state provides approximately 70% of the district's budget. While the legislature has improved funding formulas, they have not kept pace with inflation over the past 20 years. The legislature would have to increase the general education formula allowance by \$1,364 per pupil to match the buying power we had in 2003. This would equate to \$5.67 million of additional revenue for the district.

Activities Budget Package

No.	Question	Answer
1	How much will activity fees increase?	Activity fees would increase by 10%, which is an average of \$27 per activity.
2	How much does the activities department receive from the booster club annually?	The donations can vary annually depending on fundraising and needs in the district. On average, we receive between \$10,000 and \$20,000 annually from the booster club.

District Services Package

No.	Question	Response
1	Where did the \$100,000 come from for implementing a transportation fee for students who live less than two miles from school?	We conservatively calculated a \$300 fee for 400 students while assuming 20% would qualify for a fee waiver because they qualify for free or reduced lunch.
2	Do we know how attendance would be impacted by a transportation fee?	We do not know the answer to this. We have emphasized the importance of attendance and would like to ensure a system that limits barriers to attending.
3	Could we charge a fee for those within the walk boundary who would prefer transportation?	This is a potential option. We will be consulting with Benjamin Bus to determine the best options.
4	Can changes to employee health insurance be made?	The district contribution towards employee health insurance is negotiated with the Northfield Education Association (teachers' union). The negotiated contribution applies to every contract in the district. We cannot discuss changing the contribution outside the negotiations process.
5	Why are the savings for implementing credit card fees so small?	Credit card fees are primarily allocated to the programs that utilize an online payment option. You will see a larger savings in the activities package.
6	How will the Director of Instructional Services' duties be redistributed?	This is a plan that our administration is still finalizing. The Superintendent will oversee the department and provide direction to its staff.
7	What budget is used to pay for the instructional coaches?	One of the four coaches is paid with grant funding, one with literacy incentive funds from the Minnesota Department of Education (MDE), and two with unrestricted general fund dollars. The priority based budget reduction recommendation reduces one of the instructional coaches from 1.0 to 0.50 FTE.
8	How will the district front office (front door) be staffed?	District office staff will rotate, covering the front office area and monitoring the front door.

Elementary Package

No.	Question	Response
1	Does the reduction in FTEs reflect the reduction in enrollment?	Yes, a portion of the FTE reduction is related to reduced enrollment. In addition, the committee provided updated class size targets. Their recommendation was 20 students for Kindergarten, 24 students for grades 1-3, and 27 students for grades 4-5.
2	When teachers are cut, do they have priority for rehire?	Our contract with the Northfield Education Association governs this process. If a tenured teacher is placed on unrequested leave (unpaid), they have recall rights for several years if the district can restore positions in the future.
3	Do you know how much the increase in class size will be?	Each building and grade will vary slightly. The preliminary estimates show the average class size ranging from 19 to 27. The elementary committee provided updated class size targets. Their recommendation was 20 students for Kindergarten, 24 students for grades 1-3, and 27 students for grades 4-5.
4	How will cuts and enrollments affect school boundaries?	The reduced FTE will impact class size. While the priority-based budget team discussed boundaries, this option could not be pursued within the current timeline. The district may choose to review the boundaries in the future to help balance the elementary enrollment.

Secondary Package

No.	Question	Response
1	What are the impacts of changing to a six period day at the middle school?	Changing to a six period day will only allow students one elective class. Full class study halls will not be offered during the day. Class length will increase from 51 to approximately 56 minutes with a 20-25 minute study hall. The start and end times at the building remain the same.
2	How will the media center be accessed at the middle school without the current staff?	The process is still being developed. It will likely involve a combination of teachers and other staff bringing a class to the media center for checkout.
3	What is the difference between a “Dean of Students” and an “Assistant Principal?”	A dean of students position would work primarily on student contact days. This position can do most of what an assistant principal can do except supervise staff.

Special Services Package

No.	Question	Response
1	How many RN/LPNs do we have and how will the proposed reduction change that?	The district has one licensed school nurse (required by statute) and six RN/LPNs. The proposal would share an RN/LPN and health aide between two buildings. We want to ensure coverage while students are in the building. Staffing plans and specific procedures are still being planned.
2	What would the job description of a health aide be? Are they licensed?	The health aide would be trained as an unlicensed assistive personnel (UAP) as defined in MN Statute 148.717, subd. 24. They are not licensed medical professionals, but would be trained and supervised by our licensed school nurse and staff RNs.
3	What is the Achievement and Integration (A&I) fund?	The achievement and integration program is a state program intended to increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds. This program is funded with a combination of state aid and local levy dollars.
4	How will reducing special education educational assistants affect students' mainstream experience?	Consistent with each student's IEP, students with special needs will continue to participate in general education settings as determined by their individual IEP teams. Projections, rooted in a needs analysis, indicate we can maintain educational assistant support. The FTE adjustment will prompt more efficient scheduling and planning to ensure continued appropriate support.
5	How will the special education cross-subsidy affect this proposal? Would items be added back if we receive more funding?	<p>The special education cross subsidy is the amount of general funds used for mandated (and morally imperative) services to students with disabilities that the state or federal government has not reimbursed to the district. The district currently spends \$4.2 million of the general fund annually to subsidize those services.</p> <p>If the legislature provides additional funds to offset the cross-subsidy, the district would not likely restore reductions due to the substantial amount of general funds already used to support these services.</p>

RESOLUTION ACCEPTING DONATIONS

The following resolution was moved by _____ and seconded by _____:

WHEREAS, Minnesota Statutes 123B.02, Sub. 6 provides: “ The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

WHEREAS, Minnesota Statutes 465.03 provides: “Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.”; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Northfield Public Schools, ISD 659, gratefully accepts the following donations as identified below:

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Claudia Gonzalez-George, Chair

By: Amy Goerwitz, Clerk

Date of the bequest, donation, or gift:	Amount:	Who the bequest, donation, or gift is from:	What is the bequest, donation, or gift for?
2/25/2025	\$1,621.00	Greenville Park PTO	Skating Unit for PE
2/25/2025	\$50.00	College City Beverage	Robotics donation
2/10/2025	3/4 size violin with bow & case	Laura Porter-Jones	NMS Orchestra Department - for student use
2/10/2025	\$50.00	Laura Geissler	NMS Orchestra - making a violin donation playable (repairs completed)
3/2/2025	\$50.00	Everett Fortner	MS Angel Funds
03/02/2025	\$50.00	Janine Rosenhamer	NHS Senior Celebration Donation
03/05/2025	\$5.49	Melanie Rudiger	Spring Creek 4th Grade Recorders Donation
03/03/2025	\$5.49	Jacqueline Keul	Spring Creek 4th Grade Recorders Donation
03/02/2025	\$5.49	Douglas Parish	Spring Creek 4th Grade Recorders Donation
03/01/2025	\$5.49	Elizabeth Eaker	Spring Creek 4th Grade Recorders Donation
03/01/2025	\$5.49	Mamie Cruse	Spring Creek 4th Grade Recorders Donation
02/28/2025	\$5.49	Megan Tarmann	Spring Creek 4th Grade Recorders Donation
02/28/2025	\$5.49	Stacy Fox	Spring Creek 4th Grade Recorders Donation
3/7/2025	\$4,609.54	Foster Family Foundation	Support the Boys Lacrosse JV team
3/7/2025	\$400.00	Matthew Hillmann	NHS Knowledge Bowl Differential between school bus and coach bus.
3/8/2025	\$100.00	Lisa Percy	Raider Closet Donation
3/8/2025	\$100.00	Lisa Percy	Northfield Activities Scholarship
3/8/2025	\$100.00	Lisa Percy	TORCH Program
3/8/2025	\$200.00	Lisa Percy	Donation to Northfield Public Schools
3/7/2025	\$25.00	Julie Barber	Senior Celebration Donation

Northfield A&I Plan - Summary Version
FY 2026-2028

[Full Plan Form for Submission to MDE](#)

Goals | Strategies | Key Indicators of Progress | Budget Line Items

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

- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration

FY26 Budget: **\$354,668**

Goal #1A: 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.

Goal Type: Achievement Disparity

Strategies:

1. NHS Student Success Interventionist and NMS Educational Assistant.
 - a. **Strategy 1 Key Indicators of Progress:**
 - i. Percentage of NFRP and FRP students who are on track for graduation.
 - ii. Course grade semester FRP student D&F rate at Northfield Middle and High Schools.
2. ALC Student Counselor
 - a. **Strategy 2 Key Indicators of Progress:**
 - i. Percentage of chronically absent ALC students

Goal #1B: The percentage of K FRP students who are at moderate or significant risk for characteristics of dyslexia will decline from a baseline of 65% in the winter of 2025 to 25% by the spring of 2028.

Goal Type: Achievement Disparity

Strategies:

1. Minnesota Reading Corps Internal Coach
 - a. **Strategy 1 Key Indicators of Progress:**
 - i. Percentage of kindergarten FRP students with moderate or significant risk for characteristics of dyslexia.
 - ii. Percentage of district preschool students who are meeting benchmarks in literacy at the end of the PreK 4 year.
2. Family Engagement Navigators
 - a. **Strategy 2 Key Indicators of Progress:**
 - i. Percent of Family Engagement Navigator cohort students with improved attendance.
3. Preschool Educational Assistant
 - a. **Strategy 3 Key Indicators of Progress:**
 - i. The percentage of students attending the full time preschool section who are kindergarten ready on the entering K benchmark assessment.

Associated Budget Line Items - Goals 1 A and B:

- NHS Student Success Interventionist and NMS Educational Assistant
- School Counselor - ALC
- MRC Internal Coach
- Preschool EA at NCEC
- Family Engagement Navigator

Goal #2: We will increase the percentage of high school teachers who consistently implement targeted differentiation strategies for MTSS Team Identified at-risk students from a level of less than 5% to 20% at the end of the 2027-2028 school year as measured by the Success Coach teacher touchpoint log

Goal Type: Teacher Equity and Effectiveness

Strategy:

1. NHS Student Success Coach
 - a. **Strategy 1 Key Indicators of Progress:**
 - i. Percent of Tier I core teachers who have at least one coaching contact as recorded in Success Coach Log.

Associated Budget Line Items:

- Student Success Coach

Goal #3: Increase student awareness and understanding of district data with student peers from the Cannon River Collaborative (CRC) so that 100% of annual data summit attendees report learning something new about the CRC districts and at least 90% of students agree that they generated potential solutions to reduce the achievement gaps between student demographic groups.

Goal Type: Integration

Strategy:

1. Annual Inter District Integrated Student Data Summit with students from the three other districts
 - a. **Strategy 1 Key Indicators of Progress:**
 - i. Post data summit student survey about awareness gained and student problem solving

Associated Budget Line Items:

- Data summit expenses - food, materials and transportation costs



Achievement and Integration Plan Form July 1, 2025 to June 30, 2028

Submissions are due by **March 15, 2025**.

District ISD# and Name: 0659 - Northfield Public Schools **Title of Person Submitting Report:** Hope Langston

District Integration Status: Racially Isolated **Phone:** 507-645-3436

Superintendent Name: Matthew Hillmann **Email:** hlangston@northfieldschools.org

Superintendent Phone Number: 507-663-0629

Superintendent Email: mhillmann@northfieldschools.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your [district has a racially identifiable school](#), please list each of those schools below. Add additional lines as needed. **N/A**

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:

Cannon River Collaborative

#2143 Waterville-Elysian-Morristown Public Schools

#2905 Tri-City United Public Schools

#656 Faribault Public Schools

#659 Northfield Public Schools

School Board Approval

___ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's Comprehensive Achievement and Civic Readiness 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: _____

School Board Chair (enter name) _____

School Board Chair Signature: _____ Date Signed: _____

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above ([Minn. R. 3535.0160, subp. 2](#), and [3535.0170, subp. 3](#)).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#)

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.

Northfield Achievement and Integration Leadership Group

Member	Role
Erin Bailey	Director of Northfield Center for Early Childhood
Val Mertesdorf	Director of Finance
Hope Langston	Director of Instructional Services
Sara Pratt	Director of Special Services
Shane Baier	High School Principal
Carrie Duba	District MTSS Coordinator
Greg Gelinieau	Middle School Principal
Daryl Kehler	Northfield ALC Director
Mark Ensrud	High School Counselor
Cindy Santa	Family Engagement Navigator and District Parent
Tom Steinmetz	Healthy Community Initiative
Sandy Malecha	Healthy Community Initiative
Sebastian Burset	District Hispanic Cultural Liaison
Sybil Betsinger	District Native American Cultural Liaison

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Janet Lewis Muth	Behavioral Health Coordinator Faribault Schools	jlewismuth@faribault.k12.mn.us 507-333-6023
Joel Olson	High School Principal Faribault Schools	jolson@faribault.k12.mn.us 507-333-6247
Elizabeth Daniels	Secondary Curriculum & Instruction Faribault Schools	edaniels@faribault.k12.mn.us 507-333-6009

Alan Fitterer	High School Principal Tri-City United	AFitterer@tcu2905.us 507-364-8111
Jennifer Wilson	High School Principal Waterville/Elysian/Morristown	507-362-4431
Shane Baier	High School Principal Northfield	sbaier@northfieldschools.org 507-663-0630
Carrie Duba	MTSS Coordinator Northfield	cduba@northfieldschools.org 507-366-7143

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

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)).

Achievement and Integration Goal - Student Achievement

Enter Achievement SMART Goal #1A: 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.

Choose a WBWF/CACR goal area:

- 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.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.

Strategies - Achievement Disparity Goal 1A

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.

Enter Strategy Name and #: Achievement SMART Goal 1A, Strategy 1 - NHS
Student Success Coach and NMS Educational Assistant.

Choose the type of Strategy:

- Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

___ Option 2: Family engagement initiatives to increase student achievement.

___ Option 3: Professional development opportunities focused on academic achievement of all students.

Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

___ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

___ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: 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.

Add narrative.

According to information provided by the MN Department of Education, “Early Warning Intervention and Monitoring Systems (EWIMS) are critical to increasing graduation rates for all student groups across Minnesota”. (<https://education.mn.gov/MDE/dse/drop/MEIRS/>). EWS data, which include attendance, behavior and academic performance, are highly predictive of student success. Therefore, the Northfield High School and Middle School MTSS and Problem Solving Teams, identify students at risk of failing courses at regular EWS data review meetings. When the student data indicate risk, students are referred to the Student Success Center (high school) and the WILL program (middle school) where they receive targeted academic support from the student success coach and/or an educational assistant in the high school Success Center or middle school WILL program, respectively.

The risk of failure and slowed academic progress, as well as having limited exposure to academic rigor is particularly high for our low income students. In all grading periods YTD, district-wide data indicate our student FRP members have D and F rate that is nearly three times the rate of non-FRP students (22% vs 8%), and as a result, are 4 times as likely to be off track in credit progress toward graduation.

The high school success center and the middle school WILL program are grounded in the principles of an [MTSS multi-layered approach](#) that increases student access to academic rigor by providing intensified, target support for instruction in core curriculum to our most academically at-risk students. The staff of the NHS Success Center and NMS WILL program provide relationship-focussed, academic tutoring, in small groups or individually, in consultation with the Tier I instructor. Students also receive coaching in successful student strategies using the [Character Strong curriculum](#), a research-grounded and MTSS aligned curriculum for Tier II interventions and supports (see Character Strong research [HERE](#)). Students identified and placed through the data-based process, access and gain mastery of their Tier I content, increasing their passing rates, which corrects off-track credit-attainment progress, further driving their readiness for increased rigor in subsequent coursework, and increased readiness for college or career choices. The NHS success coach develops and guides the implementation and progress monitoring of tailored intervention plans, while the middle school EA is instrumental in the execution of the plans for support. The goal for ALL students, and especially our most at-risk students is to access the greatest appropriate rigor while making steady progress to graduation, expanding college and career options.

Enter location of services: [Northfield High School and Northfield Middle School](#)

Key Indicators: Achievement SMART Goal 1A, Strategy 1 - NHS Student Success Coach and NMS Educational Assistant.

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.	2026 Target	2027 Target	2028 Target
Percentage of NFRP and FRP students who are on track for graduation.	NFRP: 4% FRP: 16%	NFRP: 3% FRP: 12%	NFRP: 2% FRP: 8%
Course grade semester FRP student D&F rate at Northfield Middle and High Schools.	NMS: 12% NHS: 16%	NMS: 10% NHS: 14%	NMS: 8% NHS: 12%

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.

Enter Strategy Name and #: **Achievement SMART Goal 1A, Strategy 2** - ALC Student Counselor

Choose the type of Strategy:

Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

Option 2: Family engagement initiatives to increase student achievement.

Option 3: Professional development opportunities focused on academic achievement of all students.

Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: 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.

Add narrative.

The [American School Counselor Association](#), describes the work of school counselors as an “integral part of a total school education system.” They develop supportive relationships with students in order to promote healthy and successful student habits such as effective study habits, problem-solving skills, career planning

and persistence. All these skills contribute to and promote habits of regular attendance, essential for school success. Attendance Works, a field leader in attendance research and support, states that while regular attendance is a necessary condition for school achievement, low-income students are more likely to be chronically absent, negatively impacting their education.

[\(https://www.attendanceworks.org/chronic-absence/the-problem/\)](https://www.attendanceworks.org/chronic-absence/the-problem/)

In our district, chronic absenteeism is a significant issue, particularly among low-income students. While the overall chronic absenteeism rate is 18%, the rate for low-income students is 28%. At our Alternative Learning Center (ALC), where 55% of students are low-income, the chronic absenteeism rate reaches 60%, with 67% of low-income students meeting the definition of chronic absence. This absenteeism is directly linked to higher failure rates and puts students at risk of not graduating. The DF rate for our chronically absent students is over three times the rate of our students who are not chronically absent (24% vs 7%) and at our ALC, low income students are failing at over twice the rate of their non low income peers (56% vs 21%), putting their progress toward graduation within 4 years at significant risk.

The school counselor at our ALC addresses absenteeism and supports our most academically vulnerable students. The counselor works to identify barriers to attendance, provide individualized support, and collaborate with families and community resources to ensure students remain engaged in school.

By adding a school counselor, we expect to see:

- Increased student attendance, particularly among low-income students.
- Higher rates of credit attainment and academic progress.
- Improved graduation rates by addressing absenteeism and providing emotional and academic support.

Enter location of services: [Northfield Area Learning Center](#)

Key Indicators - Achievement SMART Goal 1A, Strategy 2 - ALC Student Counselor

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.	2026 Target	2027 Target	2028 Target
Percentage of chronically absent ALC students	57%	54%	50%

Enter Achievement SMART Goal #1B: The percentage of K FRP students who are at moderate or significant risk for characteristics of dyslexia will decline from a baseline of 65% in the winter of 2025 to 25% by the spring of 2028.

Choose a WBWF/CACR goal area:

- 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.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

Strategies - Achievement Disparity Goal 1B

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.

Enter Strategy Name and #: Achievement SMART Goal 1B, Strategy 1 - - MN **Reading Corps Internal Coach**

Choose the type of Strategy:

Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

___ Option 2: Family engagement initiatives to increase student achievement.

___ Option 3: Professional development opportunities focused on academic achievement of all students.

___ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

___ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: 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.

Reading Corps began in 2003, serving just 250 children. Since then, the program has helped nearly 250,000 struggling readers, age 3 to grade 3, get ready for Kindergarten and on track for third grade reading. Reading

Corps student data indicate that Reading Corps is helping close the achievement gap. Students of color, students eligible for free and reduced lunch and English language learners are achieving outcomes equal to or better than their peers. In fact, those with higher risk factors actually made stronger gains. Students being tutored in reading for 20 minutes a day, every day school is in session, equates to an extra half to full year of schooling. That's like a kindergartner taking 18 months of reading classes in the span of 9 months (Source: Reading Corps)

Reading Corps coaching makes the difference. Expert literacy coaching and data-based decision making ensure that AmeriCorps members are successful, regardless of their educational background.

Reading Corps participants are three times less likely to be referred to special education than non-participants.

K-3 Reading Corps students are selected by the school MTSS team and teachers based on MRC qualifying criteria. The internal reading coach supervises the reading tutors, conducts fidelity checks and meets with classroom teachers and interventionists to share best practices and align service efforts.

Enter location of services: Bridgewater Elementary School, Greenvale Park Elementary School, Spring Creek Elementary School, Northfield Community Education Center

Key Indicators: Achievement SMART Goal 1B, Strategy 1 - - MN Reading Corps Internal Coach

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.	2026 Target	2027 Target	2028 Target
Percentage of kindergarten FRP students with moderate or significant risk for characteristics of dyslexia.	45%	35%	25%
Percentage of district preschool students who are meeting benchmarks in literacy at the end of the PreK 4 year.	75%	80%	85%

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.

Enter Strategy Name and #: **Achievement SMART Goal 1B, Strategy 2 - Family Engagement Navigators**

Choose the type of Strategy:

- Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.
- Option 2: Family engagement initiatives to increase student achievement.
- Option 3: Professional development opportunities focused on academic achievement of all students.
- Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

- Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Option 2: Provides school enrollment choices.
- Option 3: Increases cultural fluency, competency, and interaction.
- Option 4: Increases graduation rates.
- Option 5: 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.

Family communication is an important component of school connectedness. According to Hattie’s meta-analysis of research, parental involvement has a .51 effect size on student achievement. Students and families would benefit by feeling connected to the school, by having greater understanding of school procedures and policies, and having a person to whom they can feel connected and able to ask for clarification of school practices. The Family Navigator will work with the district MTSS lead and building MTSS team to

identify students and families in need of support. A cohort of students will be identified and their attendance, contact time and achievement outcomes will be tracked.

Enter location of services: Bridgewater Elementary School, Greenvale Park Elementary School, Spring Creek Elementary School,

Key Indicators: Achievement SMART Goal 1B, Strategy 2 - Family Engagement Navigators

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.	2026 Target	2027 Target	2028 Target
Percent of Family Engagement Navigator cohort students with improved attendance.	75%	78%	80%

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.

Enter Strategy Name and #: Achievement SMART Goal 1B, Strategy 3 - Preschool Educational Assistant

Choose the type of Strategy:

- Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.
- Option 2: Family engagement initiatives to increase student achievement.
- Option 3: Professional development opportunities focused on academic achievement of all students.

___ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

___ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: 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 strong base of research shows benefits for preschool participants as they transition into kindergarten. High-quality preschool can help children succeed in their first years of school and reduce the early achievement gap. A few studies have examined longer-term impacts of preschool, with some evidence of lasting long-term outcomes, including higher earnings, better health, better focus, and less criminal activity Source: Childtrends.org.

Northfield children from challenged demographic groups have limited options for full time childcare, especially if they need financial assistance to attend preschool. We are able to expand the number of scholarship seats offered at our district early childhood center by adding a section of all day preschool.

Enter location of services: Northfield Community Education Center

Key Indicators: Achievement SMART Goal 1B, Strategy 3 - Preschool Educational Assistant

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.	2026 Target	2027 Target	2028 Target
The percentage of students attending the full time preschool section who are kindergarten ready on the entering K benchmark assessment.	70%	75%	80%

Achievement and Integration Goal - Teacher Equity and Effectiveness

Enter Teacher Equity and Effectiveness SMART Goal #2: We will increase the percentage of high school teachers who consistently implement targeted differentiation strategies for MTSS Team Identified at-risk students from a level of less than 5% to 20% at the end of the 2027-2028 school year as measured by the Success Coach teacher touchpoint log

Choose a WBWF/CACR goal area:

- 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.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.

Strategies - Teacher Equity and Effectiveness

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.

Enter Strategy Name and #: **Teacher Equity and Effectiveness Strategy 1 - NHS Student Success Coach**

Choose the type of Strategy:

Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

Option 2: Family engagement initiatives to increase student achievement.

Option 3: Professional development opportunities focused on academic achievement of all students.

Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: 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.

Add narrative.

The foundation of a successful and fully implemented MTSS (Multi-Tiered System of Supports) framework is a strong Tier I. Most students should experience academic success and fully engage with the core curriculum through effective Tier I instruction. However, when data show that a student in Tier I needs additional support, just-in-time assistance and targeted differentiation are essential responses. Keeping students in the classroom and empowering teachers to expand their differentiation strategies to accelerate learning is a core activity of the Student Success Center at NHS.

The Lead Success Coach at NHS works alongside teachers to develop effective differentiation and support plans for students at risk of failure. The high school Success Center is built on the principles of an MTSS framework, which provides a multi-layered approach to increase access to academic rigor for students. This is achieved by offering intensified, targeted support for core instruction to our most academically at-risk students.

The Lead Success Coach coordinates relationship-focused, academic tutoring for small groups or individual students identified through an MTSS/PST EWS (Early Warning System) data-informed process. A key part of the Lead Success Coach's role is to provide in-class consultation with Tier I teachers, helping them identify and implement effective differentiation strategies for at-risk students. These core content-area teachers receive coaching in the use of [Character Strong's](#) research-based, MTSS-aligned differentiation strategies. Character Strong is a curriculum designed to support students across Tiers I to III (see Character Strong research [HERE](#)).

Students needing support are identified either by their classroom teachers or through the data-driven process. Additionally, school-level grading data is reviewed for "hot spots"—indicators of classrooms where teachers may need support to address student learning gaps. In partnership with these teachers, the Lead Success Coach helps develop and monitor the implementation of differentiation plans. Through teacher check-ins, observations, and follow-up, the Success Coach builds staff capacity to provide meaningful differentiated instruction for students who are struggling with high rates of Ds and Fs.

The risk of failure and slow academic progress, along with limited exposure to academic rigor, is particularly high for our low-income students. NHS data shows that, across all grading periods to date, our FRP (Free and Reduced Price) students have a D and F rate more than three times higher than non-FRP students (19% vs.

6%). As a result, they are four times as likely to fall behind in credit progress toward graduation. The Lead Success Coach will work to increase opportunities for these students to succeed by coaching core content-area teachers in the development and implementation of differentiation plans. These plans will help students stay in class, maintain learning momentum, and master content from their content-area teachers.

Enter location of services: Northfield High School

Key Indicators: Teacher Equity and Effectiveness Strategy 1 - NHS Student Success Coach

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.	2026 Target	2027 Target	2028 Target
Percent of Tier I core teachers who have at least one coaching contact as recorded in Success Coach Log.	40%	65%	100%

Achievement and Integration Goal - Integration

Enter Integration SMART Goal #3: Increase student awareness and understanding of district data with student peers from the Cannon River Collaborative (CRC) so that 100% of annual data summit attendees report learning something new about the CRC districts and at least 90% of students agree that they generated potential solutions to reduce the achievement gaps between student demographic groups.

Choose a WBWF/CACR goal area:

- 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.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.

Strategies - Integration Goal #3

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.

Enter Strategy Name and #: Integration Strategy 1 - Inter District Integrated Student Data Summit

Choose the type of Strategy:

Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

Option 2: Family engagement initiatives to increase student achievement.

Option 3: Professional development opportunities focused on academic achievement of all students.

Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: 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.

Add narrative.

After a highly successful initial 4 district Student Data Summit in December 2019, the pandemic interrupted the plan to continue this work. In May 2022, the data summits resumed with Northfield hosting an Integrated Student Data Summit with the three other schools in the Cannon River Collaborative (Northfield, Faribault, Tri-City United, WEM). Since then, approximately 20 high school students representing the ethnic and FRP status diversity of each school district attend annual data summits at different locations in the Collaborative. The Northfield diversity sub-committee of our District Youth Council participates in the planning of this day with support from school district staff and the Northfield Healthy Community Initiative, a community partner. These stakeholders help determine which data will be analyzed and questioned by the student group. We have been fortunate to have the support of MDE staff in gathering the data as well as building student knowledge in their presentations to the group. The students, along with adults from the leadership teams, facilitate the data discussion and goals and strategies to move the needle on improvement. We have a pre-summit survey followed by a post-summit survey to measure student understanding of the data.

The sub-committee is involved in planning integration activities with the Cannon River Collaborative in the other two years of the plan. One of the activities is to evaluate each summit, review student feedback and make any adjustments needed. These annual data summits are held every year in order to build relationships between high school students and gather student insights to help inform school practices

Enter location of services: Cannon River Collaborative school sites on a rotating basis

Key Indicators: Integration Strategy 1 - Inter District Integrated Student Data Summit

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.	2026 Target	2027 Target	2028 Target
Post data student survey indicating new learning and awareness.	95%	97%	100%
Post data student survey of students who have generated achievement gap solutions.	80%	85%	90%

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.**

The Northfield Achievement and Integration plan will create efficiencies and eliminate duplicative programs and services because the components in it are unique within our district and complement existing supports for students. The goals and strategies clearly align to our [district strategic plan](#) and benchmarks. The plan also aligns to our mission to prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society. Our plan provides additional support for some of our most challenged populations with measurable outcomes that will indicate whether we are on track or need to adjust our plan.