



## 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](mailto:hlangston@northfieldschools.org)

**Superintendent Phone Number:** 507-663-0629

**Superintendent Email:** [mhillmann@northfieldschools.org](mailto: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](mailto:MDE.integration@state.mn.us).

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

## Achievement and Integration Goals

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

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

## 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/>)

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](http://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.**