



Achievement and Integration Plan Form

July 1, 2022, to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

District ISD# and Name: ISD 77 Mankato Area Public Schools

Title of Person submitting Report: Michelle Kruize, Elementary Principal/Achievement and Integration Coordinator

District Integration Status: Racially Isolated

Phone: 507-387-2800

Superintendent Name: Paul Peterson, Ed. D.

Email: mkruiz1@isd77.org

Superintendent Phone Number: 507-387-1868

Superintendent Email: ppeter1@isd77.org

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

Provide the name of your integration collaborative if you have one:

1. ISD 508 St. Peter Schools (RI)
2. ISD 2835 Janesville-Waldorf-Pemberton (A)

School Board Approval

____ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

____ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent (enter name) Paul Peterson, Ed. D

Signature:

Date Signed:

School Board Chair (enter name) Jody Sapp

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](#).

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

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council:

ISD 77 - Mankato Area Public Schools

Michelle Kruize, Elementary Principal/

Achievement and Integration Coordinator

Jeff Dahline, Principal, East High School

Sherri Blazing, Principal, West High School

Brian Hanson, Principal, Central High School

Tania Lyon, Academic Standards and Talent Development Coordinator

ISD 508 - St. Peter Public Schools

Annette Engeldinger, Principal, St. Peter High School
Jennifer Moldanado, 5-12 Instructional Coach

ISD 2835 - Janesville-Waldorf-Pemberton Public Schools

Grant Hanson, Principal, JWP High School Principal

Community Collaboration Council for Racially Identifiable School(s): Not Applicable

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)).

Enter SMART Goal #1: The percentage of students in each student group enrolled in Pre-K school year and summer programming will increase by 1.6% each year.

Choose a WBWF goal area: All children are ready for 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

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

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

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

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

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Enter: Strategy #1: Pre-K Student Identification and Enrollment

Choose the Type of Strategy: Innovative and Integrated Pre-K Learning Environment

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. Mankato Area Public Schools is committed to increasing participation and access to learning excellence for all children in our community. To increase opportunity for participation and expand our reach, we

will provide scholarships to support the placement of targeted American Indian, Asian, Black, Hispanic, those identifying as two or more races and Free and Reduced Priced Lunch (FRPL) students in high-quality learning environments throughout our community. We will form these partnerships with programs aligned in their commitment to learning excellence and Parent Aware participation. Transportation will be provided to address barriers to access and attendance. Finally, knowing that parent engagement and partnership are key to learner success, we will expand our home visiting program with a focus on serving families from racially and economically diverse backgrounds.

- Scholarships for students to attend Parent Aware Certified Early Learning environments and Summer Pre-K programs
- Transportation offerings to provide accessibility for families
- School/Community Liaisons: Provide information, interpretation, and family support for school/parent engagement

Enter location of services: Early Learning Environments throughout Mankato Area Public Schools.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
The percentage of American Indian/Alaskan Native students enrolled in Pre-K school year and summer programming will increase by 1.6% each year.	3.11%	4.71%	6.31%
The percentage of Native Hawaiian or other Pacific Islander students enrolled in Pre-K school year and summer programming will increase by 1.6% each year.	2.1%	3.7%	5.3%
The percentage of Asian students enrolled in Pre-K school year and summer programming will increase by 1.6% each year.	5.12%	6.72%	8.32%

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.	2023 Target	2024 Target	2025 Target
The percentage of Black/African American students enrolled in Pre-K school year and summer programming will increase by 1.6% each year.	20.7%	22.3%	23.9%
The percentage of Two or more races students enrolled in Pre-K school year and summer programming will increase by 1.6% each year.	7.6%	9.2%	10.8%
The percentage of Hispanic students enrolled in Pre-K school year and summer programming will increase by 1.6% each year.	10.14%	11.74%	13.34%
The percentage of FRLP students enrolled in Pre-K school year and summer programming will increase by 1.6% each year.	17.68%	19.28%	20.88%

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

Strategy Name and # Enter: Strategy #2: Culturally Relevant Teaching Practices

Choose the Type of Strategy: Professional development opportunities focused on academic achievement of all students.

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

☐ 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. In addition to providing access to a preschool learning environment, Mankato Area Public Schools (MAPS) is committed to creating a welcoming environment and high quality instruction that includes culturally responsive teaching. Professional development will be organized to advance staff learning and implementation of these practices. In addition, the position of a licensed Early Learning Mentor Coach will provide coaching for staff to support culturally responsive teaching in early learning preschool environments.

Location of services: Early Learning environments throughout Mankato Area Public Schools boundaries

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.

2023 Target

**2024
Target**

**2025
Target**

Reduce the gap between student groups on fall Kindergarten DIBELS performance for MAPS preschool attendees. (This is a new data collection point for us, so we will have baseline data in the fall and can then be more specific.)

baseline
determined in the
fall of 2022

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

Enter SMART Goal #2: Increase the percentage of Black or African American students who meet or exceed the 3rd-grade Reading MCA from 33.8% to 43.8% and increase the percentage of Hispanic or Latino students who meet or exceed the 3rd-grade Reading MCA from 35% to 45% by 2025 to close the achievement gap.

Choose a WBWF goal area: All third-graders can read at grade level.

All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

☒ Achievement Disparity

☐ Integration

☐ Teacher Equity

Strategies

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

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

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

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

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Enter: Strategy #3: Coaching for Equity and Science of Reading

Choose the Type of Strategy: Professional Development

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. Mankato Area Public Schools is committed to closing racial and economic achievement gaps between student groups and creating equitable learning environments utilizing best practices in Reading instruction

- Mentor Coaches: at each K-5 building to utilize Coaching for Equity and Science of Reading to support teachers in implementing best practices in instruction for all students.

- School/Community Liaisons: Provide information, interpretation, and family support for school/parent engagement
- District leadership, administration, and staff will work to deepen understanding of intersectional and interdepartmental opportunities for organizational change, enhance equity and cultural-responsiveness within classroom pedagogy, build intercultural competence, create efficiencies, enhance collaborative structures, and strengthen skills to support a districtwide equity framework and to implement Science of Reading best practices.

Enter location of services: All Elementary sites in Mankato Area Public Schools

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
The percentage of Black or African American who meet or exceed the 3rd-grade Reading MCA will increase from 33.8% to 43.8% by 2025.	36.8%	39.8%	43.8%
The percentage of Hispanic or Latino who meet or exceed the 3rd-grade Reading MCA will increase from 35% to 45% by 2025.	38%	41%	45%

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

Strategy Name and # Enter: **Strategy #4:** Access to Literature and Family Resources to provide support outside the school day

Choose the Type of Strategy: Family Engagement Initiatives

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. Elementary buildings will incorporate literacy events that incorporate students and families to provide resources and education to families so they can support their child's literacy development outside of the school day. School Community Liaisons will be utilized to develop and sustain trusting and supportive relationships, inform parents, support student enrollment disparities, and promote programs to meet our goals.

Location of services: Elementary school sites throughout Mankato Area Public Schools

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.

2023 Target	2024 Target	2025 Target
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The percentage of all students who meet or exceed on the 3rd grade Reading MCA will increase from 57.3% to 67.3% by 2025.

60.3%	63.3%	67.3%
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Enter SMART Goal #3: The percentage of students in each student group in Grade 8 who participate in teacher career pathway activities will increase by 2% each year.

Choose a WBWF goal area: All students are ready for career and college.

Choose the type of Goal:

___ Achievement Disparity

___ Integration

X Teacher Equity

Strategies

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

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

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

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

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Enter: Strategy #5: Expand Middle School Education Pathways

Choose the Type of Strategy: Recruit and retain a racially and ethnically diverse staff

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 recruitment and retention of staff that represent our student and family population is an area of focus for Mankato Area Public Schools. To support the experience of students in career pathways, we

will expand our career and college pathways to the middle level to support our diverse population. We will increase career pathway opportunities, specifically in the area of education, at the middle school level so that students see themselves in our profession. The introduction of this pathway will include targeted connections with post-secondary institutions that provide education career pathway opportunities and our current Teacher Cadet program at the High School level. Additionally, our School/Community Liaisons will provide interpretation and family support within our community to foster school/parent engagement and create a deeper understanding of the importance of students and employees of color in education pathways.

- Launch Education Pathway at Middle Schools
- Collaboration with secondary students in education capstone courses
- Post-secondary engagement for our students in our education pathway
- Connect students of color with current staff of color within MAPS
- Middle school students of color who show interest or are referred can also choose to participate in an event with MNSU-Mankato with their families to learn more about support and opportunities at the post-secondary level.
- School/Community Liaisons: Provide information, interpretation, and family support to facilitate school/parent/student engagement

Enter location of services: Mankato Area Public Schools Middle School Sites, various sites in the Mankato School District

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
The percentage of Black/African American students who participate in a teacher career pathway will increase by 2% each year.	10%	12%	14%
The percentage of Two or More races students who participate in a teacher career pathway will increase by 2% each year.	6%	8%	10%

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.	2023 Target	2024 Target	2025 Target
The percentage of Hispanic/Latino students who participate in a teacher career pathway will increase by 2% each year.	17%	19%	21%
The percentage of American Indian students who participate in a teacher career pathway will increase by 2% each year.	2%	4%	6%
The percentage of White students who participate in a teacher career pathway will increase by 2% each year.	10%	12%	14%

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

Enter SMART Goal #4: The percentage of students of color and FRPL who are enrolled in a student integration career pathway activity or individualized career exploration opportunities will increase by 2% each year.

Choose a WBWF goal area: All students are ready for career and college.

Choose the type of Goal:

☐ Achievement Disparity

☒ Integration

☐ Teacher Equity

Strategies

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

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

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

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

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Enter: Strategy #6: Career Pathway Access

Choose the Type of Strategy: Rigorous coursework and career and college readiness.

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 integration of students from our cooperating districts is integral to supporting all students in their career and college pathways and transportation will be provided. As a result, students in grades 9-12 from all Mankato Area Public Schools and our cooperating districts will have the opportunity to attend inter-district field trips supporting career and college pathways. These opportunities will include but will not be limited to Scrubs Camp (Health Sciences), Camp Invention (STEAM), MSU, Mankato and South Central College, economic pillars within our community (Agriculture, Education, Health Sciences, and Manufacturing), and Construction Trades Boot Camp. MAPS high school students will partner in an integrated learning environment with JWP, St. Peter, Stillwater, and Hastings Public Schools, in the *My Story, Your Story, Our Story* program facilitated by StoryArk. Opportunities would also include Individualized Career Exploration activities, including job shadowing and field experiences.

Enter location of services: Various sites throughout Mankato Area Public Schools and our greater community.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
The percentage of Black/African American students who participate in a career pathway opportunity will increase by 2% each year.	13.6%	15.6%	17.6%
The percentage of Two or More races students who participate in a career pathway opportunity will increase by 2% each year.	6.8%%	8.8%	10.8%
The percentage of Hispanic/Latino students who participate in a career pathway opportunity will increase by 2% each year.	8.3%	10.3%	12.3%
The percentage of Asian students who participate in a career pathway opportunity will increase by 2% each year.	3.5%	5.5%	7.5%
The percentage of FRLP students who participate in a career pathway opportunity will increase by 2% each year.	31%	33%	35%

(Please note, Individualized Career Exploration opportunities are a new offering to students this year. At the end of the 21-22 school year, we will have baseline data for these opportunities and will update the KIP accordingly.)

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

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)).

Mankato Area Public Schools has worked to ensure that our Achievement and Integration Plan aligns with our District's Strategic Roadmap and World's Best Workforce plan. The strategies were determined in collaboration with our community stakeholders, and support the academic achievement of our students and professional

learning of our staff. An Achievement and Integration Engagement Coordinator will serve to implement and measure all plan activities and help ensure students and staff are receiving resources per plan approval. This position will work in collaboration with staff to ensure that the activities continue to reduce racial and economic disparities.

