



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

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

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

District Integration Status: Racially Isolated

Superintendent Name: Paul Peterson, Ed. D.

Superintendent Phone Number: 507-387-1868

Superintendent Email: ppeter1@isd77.org

Title of Person Submitting Report: Jody Rittmiller, Elementary Principal/Achievement and Integration Coordinator

Phone: 507-387-2800

Email: jrittm1@isd77.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.

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:

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)_____

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.

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Akram Osman	Mankato Area Public Schools, East High School Principal	aosman1@isd77.org 507-387-5671
Sherri Blasing	Mankato Area Public Schools, West High School Principal	sblasi1@isd77.org 507-387-3461
Aaron Hyer	Mankato Area Public Schools, Dakota Meadows Principal	ahyer1@isd77.org 507-387-5077
Jason Grovom	Mankato Area Public Schools, Prairie Winds Principal	jgrovo1@isd77.org 507-345-6625
Brian Hansen	Mankato Area Public Schools, Eagle Lake Principal	bhanse1@isd77.org 507-257-3530
Jody Rittmiller	Mankato Area Public Schools, Bridges Community School Principal/A&I Coordinator	jrittm1@isd77.org 507-387-2800
Bobbie Bastien	Mankato Area Public Schools, Academic Standards and Talent Development Coordinator	bbasti1@isd77.org
Caleb Watson	Mankato Area Public Schools Career Pathways Coordinator	cwatso1@isd77.org

Jocie DeSutter	Mankato Area Public Schools, Student Support Coordinator	jdesut1@isd77.org 507-387-7353
Annette Engeldinger	St. Peter Public Schools, High School Principal	aengeldinger@stpeterschools.org 507-934-4212
John Warren	St. Peter Public Schools Equity Coordinator	jwarren@stpeterschools.org
John Graff	St. Peter Public Schools Middle School Principal	jgraff@stpeterschools.org 507-934-4210
Ytve Prafke	St. Peter Public Schools Special Programs Administrator/Early Childhood	yprafke@stpeterschools.org 507-934-4211
Jeremy Erler	Janesville, Waldorf, Pemberton Public Schools Superintendent	jerler@isd2835.org 507-231-7778

Community Collaboration Council Member Details (for Racially Identifiable School(s))

Name	Position/Role	Email/Phone Number

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)).

Enter SMART Goal #1: The percentage of students in each student group enrolled in Preschool will exceed the district K-12 average by identified targeted percentages each 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

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 #1: Preschool Student Identification and Enrollment

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: 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 students meeting income eligibility guidelines and priority placement criteria outlined in our program application. Transportation options will be provided to address barriers to access and attendance. Finally, knowing that parent engagement and partnership are key to learner success, we will collaborate with cultural liaisons to focus on identifying and serving families from racially and economically diverse backgrounds.

- Scholarships for students to attend preschool in a Parent Aware Certified Early Learning environment
- Transportation offerings to provide accessibility for families with identified barriers
- School/Community Liaisons: Provide information, interpretation, and family support for school/parent enrollment and engagement

School/Community Liaisons:

School/Community Liaisons will be hired for Early Learning and K-12 to serve as a liaison between families and the school sites to help develop and sustain trusting and supportive relationships, inform parents, support student enrollment disparities, and promote programs to meet our goals.

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

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.	2026 Target	2027 Target	2028 Target
The percentage of Black/African American students enrolled in Pre-K will exceed the district K-12 average by the targeted % each year.	exceed by 5%	exceed by 6%	exceed by 7%

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 Two or more races students enrolled in Pre-K school year will increase by 1.6% each year.	7.6%	9.2%	10.8%
The percentage of Hispanic students enrolled in Pre-K school year will increase by 1.6% each year.	10.14%	11.74%	13.34%
The percentage of FRLP students enrolled in Pre-K school year 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 #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: In addition to access to a high quality preschool environment, Mankato Area Public Schools (MAPS) is committed to creating a welcoming environment and high quality instruction that includes culturally responsive teaching and the science of reading. Professional development and culturally responsive instructional resources will be organized to advance staff learning and implementation of these practices.

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
Within each student group, at least 80% of MAPS Preschool attendees will meet benchmark on their <u>winter</u> Kindergarten DIBELS assessment	60%	70%	80%

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)). **Enter text.**

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district.
If MDE has not notified your district that one of your sites is racially identifiable, delete this section.

Achievement and Integration Goals

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

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

Enter RIS SMART Goal #2: The percentage of students in each student group who meet or exceed on the 3rd grade Reading MCA will increase from 2025-2029 by 3% each year to close the achievement gap.

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 RIS Goal #1.

Racially Identifiable School Strategies

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

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

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

Strategy #3: Coaching around literacy best practice and the Science of Reading

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: Mentor Coaches: EOSP at each K-5 building to utilize Coaching for best practice with literacy and the 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 teachers and support staff will work to deepen understanding of intersectional and interdepartmental opportunities for organizational change, enhance 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 are doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one 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. Call MDE - Jody (can we add something next year when we live it) - parent groups, parent circles, headstart, early childhood center

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 Black or African American who meet or exceed the 3rd-grade Reading MCA will increase from 44% to 50% by 2028.	44%	47%	50%
The percentage of Hispanic or Latino who meet or exceed the 3rd-grade Reading MCA will increase from 46.5% to 52.5% by 2028.	46.5%	49.5%	52.5%

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

Strategy #4: Access to Literature and Family Resources to provide support inside and 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.

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

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

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. Literacy Interactive K-5 book sets and lesson plans will be created and used to support vocabulary.

PD for our teachers/mentor coaches

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.	2026 Target	2027 Target	2028 Target
The percentage of all students who meet or exceed on the 3rd grade Reading MCA will increase from 54% to 60% by 2028.	54%	57%	60%

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

Choose a WBWF goal area: All students have exposure to career and college while in Middle School.

Choose the type of Goal:

☐ Achievement Disparity

☒ Integration

☒ Teacher Equity

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.

Strategies

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.

X Option 5: Increases access to effective and diverse teachers.

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 postsecondary 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. Furthermore, Mankato Area Public Schools will partner with Project Success—a non-profit organization with 30 years of experience supporting students to dig deep into discovering their potential. One of the goals of this partnership will be to expand career exploration for students in our two Middle Schools and the integration of students into arts activities. We will enrich our education career offering with colleges and universities and provide access to various career pathways opportunities so that middle school students see themselves in various professions and connect to their purpose. The introduction to various pathways will include students setting career goals, attending an 8 th grade career fair, exposure to arts education, field trips, etc.

Initiatives we offer:

- Launch and continue Career Pathways at Middle Schools.
- Provide access to Project Success goal Setting Program at Middle Schools for career and college readiness. We are currently partnering with Project Success and MSU, M to provide enriching college visits in the areas of: Agriculture, Education, and Behavioral Health.
- Access to workshops where students dream about their future, help them take steps to get there, and provide access to tools needed to achieve their educational goals. Continued commitment to using Project Success for future pathways in education and other occupations.
- Implement a Career Fair for all 8th grade students. Continued in May of each year/Big Ideas Trailer
- Opportunities to meet people in the workforce who reflect the students of color in the schools.
- Attend and participate in art education activities with the goal of peer integration and careers exposure through the arts.
- Collaborate with secondary students in education capstone courses. Continue with HS Mentorship Program
- Connect students of color with current staff of color within MAPS and Project Success.???
- School/Community Liaisons will provide information, interpretation, and family support to
- facilitate school/parent/student engagement.
- Continued commitment to using Xello (education pathway) in advisory classes and CCR classes

Enter location of services: Mankato Area Public Schools Middle 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.	2026 Target	2027 Target	2028 Target
The percentage of Black/African American students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		
The percentage of Two or More races students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		
The percentage of Hispanic/Latino students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		
The percentage of American Indian students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		
The percentage of White students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		

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

SMART Goal #4: The percentage of students of color and FRPL who participate in a career pathway partnership will increase by 2% each year.

A **Career Pathway Partnership** is a structured collaboration between a school and a community career partner designed to provide students with meaningful, hands-on experiences in a specific career field. This partnership connects classroom learning with real-world applications, helping students develop relevant skills, build professional networks, and explore potential career paths.

For an **individual student experience**, this partnership could include:

- **Job Shadowing:** Spending a day or multiple days observing professionals in their workplace.

- **Internship or Apprenticeship:** A more immersive experience where the student takes on tasks under supervision.
- **Career Forums:**
- **Project-Based Learning:** Working on a real-world project in collaboration with the career partner.
- **Industry Tours:** Visiting workplaces to understand industry operations and career opportunities.

Choose the type of Goal:

☐ Achievement Disparity

☒ Integration

☐ Teacher Equity

Strategies

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.

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.

Narrative:—We are committed to providing all students with authentic, hands-on learning experiences that connect their classroom education to real-world careers. Through our Career Pathway Partnerships, we will create individualized student experiences that pair students with industry professionals in our community. These experiences are designed to help students develop essential workplace skills, explore career options, and build professional relationships that support their future success.

Using tools like Xello, students who express interest in or are matched to specific career fields will be encouraged to participate. Educators and counselors will also help identify students who would benefit from these experiences based on interest, readiness, and career goals.

By participating in a Career Pathway Partnership experience, students will:

- Gain hands-on experience in a professional setting.
- Develop critical thinking and problem-solving skills through real-world challenges.
- Build career awareness and clarify their post-secondary goals.
- Establish connections with industry professionals who can serve as mentors and references.
- Strengthen their college and career readiness, making them more competitive in the workforce.

These experiences will occur in local businesses and industries (including the economic pillars within our community: Agriculture, Education, Health Sciences, and Manufacturing), at school or a post-secondary institution, and other workplaces, depending on the student's career interest. Through the Career Pathway Partnership, we aim to bridge the gap between education and the workforce, ensuring that every student leaves high school career-ready, confident, and prepared for their next step—whether that's college, technical training, or entering the workforce.

Enter location of services: Various sites throughout Mankato Area Public High 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.	2026 Target	2027 Target	2028 Target
The percentage of Black/African American students who participate in a career pathway opportunity will increase by 2% each year.	12.1%	14.1%	16.1%
The percentage of Two or More races students who participate in a career pathway opportunity will increase by 2% each year.	4.3%	6.3%	8.3%
The percentage of Hispanic/Latino students who participate in a career pathway opportunity will increase by 2% each year.	5.5%	7.5%	9.5%
The percentage of Asian students who participate in a career pathway opportunity will increase by 2% each year.	1.6%	3.6%	5.6%
The percentage of FRLP students who participate in a career pathway opportunity will increase by 2% each year.	37%	39%	41%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Enter Text below:

Mankato Area Public Schools has worked to ensure that our Achievement and Integration Plan aligns with our District's Strategic Roadmap and WBWF/CACR goals. 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.