

BECKER PUBLIC SCHOOLS
School Board Meeting Agenda

Monday, March 2, 2020 at 6:30 PM
Regular Meeting
Teaching & Learning Center, Becker High School
12000 Hancock Street
Becker, MN 55308

| | |
|---|----|
| 1. PROCEDURAL ITEMS | |
| A. Call to Order | |
| B. Pledge of Allegiance | |
| C. Agenda | |
| D. Recognition of Visitors and Public Forum | |
| I. Presentation by Minda Anderson | 2 |
| 2. REPORTS | |
| A. Superintendent's Report | 24 |
| B. Committee Reports | |
| 3. CONSENT AGENDA | |
| A. Minutes | 27 |
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| C. Financial Report | 31 |
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| F. A&I Plan | 34 |
| 4. GRIEVANCE | 65 |
| 5. ADJOURNMENT | |

State Assessments:

MCA/MTAS/ACCESS/Alternate ACCESS

Presented by:
Minda Anderson
Assistant Superintendent



Minnesota Assessments



MCA/MTAS

Measure achievement toward meeting Minnesota Academic Standards

Standards-based accountability assessments

ACCESS/Alt. ACCESS

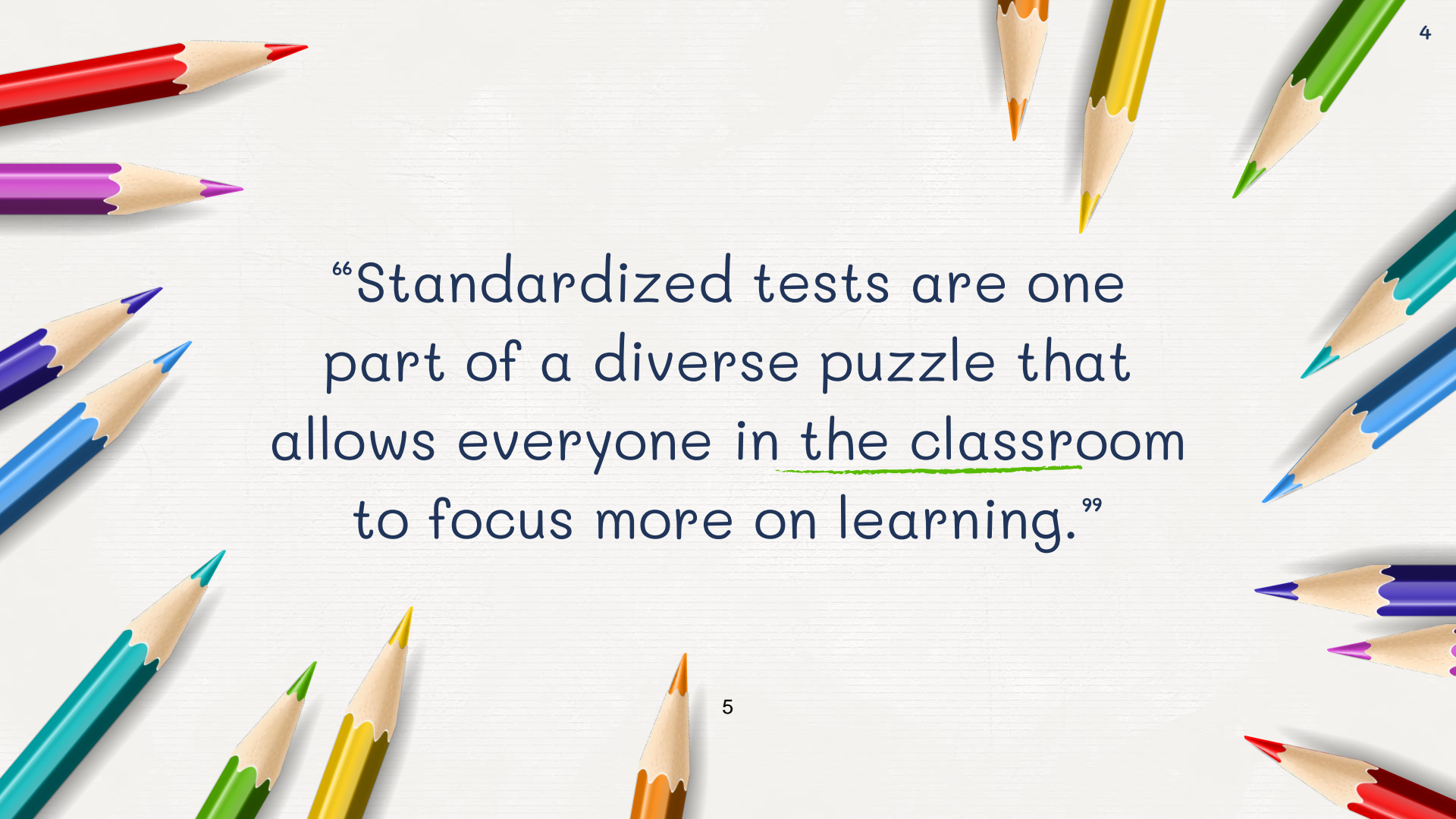
Measure progress towards meeting the WIDA English Language Development Standards

English language proficiency accountability assessments

Criterion-referenced assessments

- ✘ Measure performance against a fixed set of criteria
 - MN Academic Standards (MCA/MTAS)
 - WIDA English Language Development Standards (ACCESS/Alt. ACCESS)
- ✘ Used to determine mastery of concepts and skills to measure progress toward objectives and goals





“Standardized tests are one part of a diverse puzzle that allows everyone in the classroom to focus more on learning.”⁹⁹

Required Staff Training

- x District Assessment Coordinator (DAC)
- x District Assessment Support (DAS)
- x School Assessment Coordinators (SAC)
- x Proctor Training - MCA, MTAS, ACCESS, Alternative ACCESS
- x Security Training (anyone with access to test materials)



1. MCA/MTAS

Measure of MN State Standards



Purpose of MCA/MTAS

- ✘ State and Federal accountability requirement in Reading and Math
- ✘ Curriculum alignment in Reading, Math and Science
- ✘ School and Classroom use - areas of strength and areas in need of improvement
- ✘ Student Achievement Level



MCA/MTAS

x Reading

- Grades 3-8 and Grade 10

x Math

- Grades 3-8 and Grade 11

x Science

- Grades 5, 8, and the HS year of Biology



MCA/MTAS - Reading Strands and Substrands

- x Literature
 - Stories, Drama, Poetry
- x Informational Text
 - Literary Nonfiction and Historical, Scientific, and Technical Texts



MCA/MTAS - Math Strands

- x Number & Operation (grades 3-8 only)
- x Algebra
- x Geometry & Measurement
- x Data Analysis (and Probability)



MCA/MTAS - Science Strands

- x Physical Science (grades 5 & 8 only)
- x Earth & Space Science (grades 5 & 8 only)
- x Life Science
- x Nature of Science & Engineering



Achievement Level Descriptors (ALDs)

- x Exceeds the Achievement Standards
- x Meets the Achievement Standards
- x Partially Meets the Achievement Standards
- x Does Not Meet the Achievement Standards

Students who achieve the “Meets” and “Exceeds” levels are considered proficient with regard to the knowledge, skills and abilities (KSAs) described in the academic standards.

[Achievement Level Descriptors MDE](#)



MCA/MTAS - Test Specifications

- x Lexile Levels
- x Passage Lengths
- x Depth of Knowledge-Cognitive Complexity
- x Benchmark Breakdown
- x Released Items and Sample Passages

[MDE Test Specifications](#)



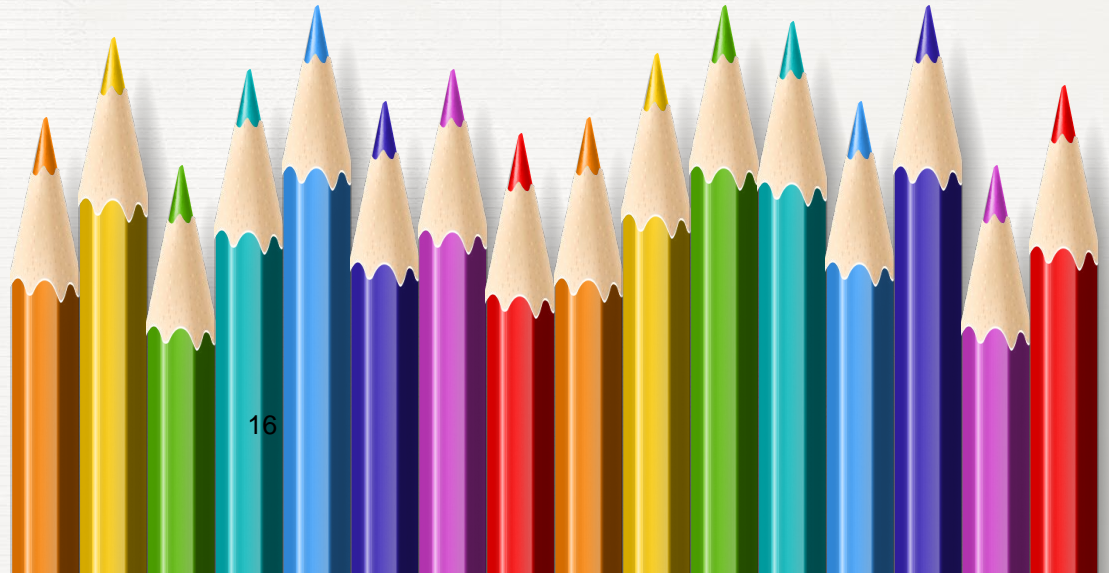
Preparing students for MCAs

- x MN State Standards
- x Achievement Level Descriptors
- x Test Specifications
- x Sample Items
- x Testing Strategies
- x Test Tools/Student Tutorial/Test Demo



2. ACCESS

Measure of WIDA English Language Standards



Purpose of ACCESS/Alt. ACCESS

- x State and Federal accountability measures
- x English language proficiency assessments
- x Proficiency level scores and descriptors used to provide EL support and guidance
- x Exit measure for English Language Program



ACCESS/Alternate ACCESS

- x Listening
 - x Speaking
 - x Reading
 - x Writing
-
- x Kindergarten - Grade 12



Preparing students for ACCESS

- x WIDA English Language Development Standards
- x Interactive Test Practice Items
- x Sample Items
- x Testing Strategies
- x Test Tools/Test Demo



| Assessment Schedule | MCA/MTAS | | | ACCESS |
|---------------------|-------------|-----------------------|-------------------|----------------------------|
| | Reading | Math | Science | EL |
| Primary School | | | | Mar 2-19 |
| Grades K-2 | | | | Make ups during same block |
| Intermediate School | | | Grade 5 | Mar 2-19 |
| Grades 3-5 | April 6-9 | April 20-23 | May 4-5 | Make ups during same block |
| | Make-ups | Make-ups | Make-ups | |
| | April 14-16 | April 27-29 | May 6-7 | |
| Middle School | | | Grade 8 | Mar 2-19 |
| Grades 6-8 | April 6-9 | April 21-22 | Apr 14-17 May 4-8 | Make ups during same block |
| | Make ups | Make ups | Make-ups | |
| | April 14-17 | April 27-May 1 | May 4-8 | |
| High School | Grade 10 | Grade 11 | After Bio | Mar 2-19 |
| Grades 9-12 | March 17-19 | March 31-April 1 | May 5-8 | Make ups during same block |
| | April 28-29 | Make ups | Make-ups | |
| | Make ups | April 2 ₂₀ | May 8 | |
| | April 30 | | | |

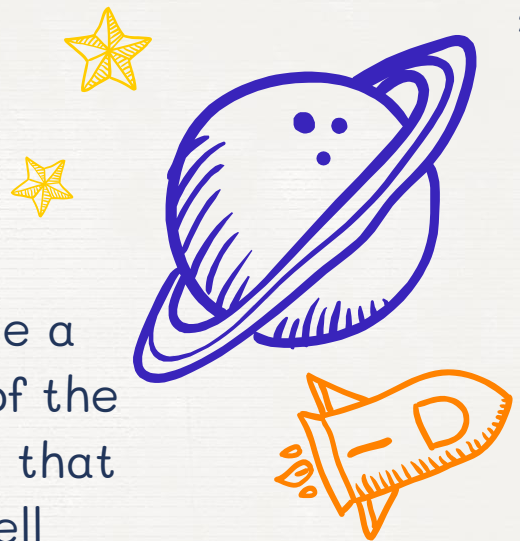


Minnesota Assessment Results

- x Preliminary Results - embargoed
- x Final Results - made public in August and available on MN Report Card
- x Individual Student Reports (ISR) - sent home to students in the fall
- x Secure Reports - data analysis for school districts/schools



Final Thought



“No single assessment can comprehensively measure a student’s learning in an educational setting. Results of the Minnesota Assessments are only a subset of the data that schools and districts can use to determine how well students have acquired the knowledge and skills on the Minnesota Academic Standards and WIDA English Language Development Standards and how well the school is teaching them.”

~ MN Assessment Results Interpretive Guide p. 4





Thank you!

Any questions?

Minda Anderson

manderson2@isd726.org

763-261-6327



Date: February 27, 2020
To: School Board
From: Jeremy Schmidt
RE: Meeting Notes, March 2nd, 2020

2A. Superintendent's Report

- i. MCA testing will begin this month early March. Testing for various grade levels and subject areas are scheduled to conclude in early May. NWEA testing for grades K-2 is the first week of May.
- ii. Updated budget forecast was released Thursday
The February forecast, which is the forecast the Governor and the Legislature will use to determine any potential supplemental budget bill was released on Thursday last week to show a \$1.5 Billion surplus.

Bill introductions of interest

[SF3239](#): Authorizing school districts to renew expiring referendums by action of school board; providing for referendum to revoke board-renewed authority.

[SF3312](#) : Amending the allowed uses of the safe schools levy.

[HF3343](#): Linking the extended time revenue formula to future increases in the general education basic formula allowance; eliminating revenue set aside for extended time activities under compensatory education revenue.

[HF3491](#): Increasing the formula allowance by one percent; providing inflationary increases in general education revenue.

[HF3504](#): Limiting the use of individual-use screens in preschool and kindergarten.

[HF3556](#): Appropriating money for trauma-informed school incentive aid.

[HF3562](#): Requiring a school district to have a recycling policy.

[HF3574](#): Authorizing a one-year continuation of safe schools aid; increasing the safe schools levy; appropriating money.

- iii. On March 4th our Region 6 Superintendents will be attending events at the Capitol to discuss with legislators on a variety of topics related to K-12.
- iv. On March 2nd, the Sherburne County Sheriff's office will be taking feedback on the recent fire at Northern Metals. HS Principal Dave Kreft is attending this event.
- v. Becker School District Administration handed out brochures, magnets, and information while at the most recent Becker Business Expo. We were available to answer questions and provide information to those in attendance.
- vi. March 9th will be our school board work session for strategic planning.

3. Consent Agenda

D. I recommend approving the personnel actions as presented.

E. Policy 706 Acceptance of Gifts permits the school board to accept donations or gifts under the terms of the policy. I recommend accepting the gifts as described on the enclosure.

F. According to Minnesota Statute 124D. 861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA. The "Achievement and Integration for Minnesota" program is established to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. As an adjoining district to St. Cloud School District #742 this statute enables us to participate in the Achievement and Integration plan. Assistant Superintendent of Curriculum and Instruction, Minda Anderson and I recommend approval of the draft of the plan and budget.

4. The committee and superintendent are recommending denial of this grievance.

Board & Administrator

FOR SCHOOL BOARD MEMBERS

March 2020 Vol. 33, No. 11

Editor: Jeff Stratton

Does your board's leadership affect student achievement?

When boards decide where to focus their time and district resources, nothing is more important to improving student achievement than district-level leadership.

The extent to which the superintendent works with his board to maintain board support for goals for student achievement and instruction means a great deal.

How should your board be spending their time to improve achievement? Here are some ideas:

1. Put district achievement and instructional goals at the top of the list of district priorities.
2. Adopt five-year, non-negotiable goals for achievement and instruction.
3. Adopt varied and diverse instructional styles that allow for a wide range of learning styles.

Think of the board like an air traffic control

system when thinking about how the board and superintendent affect student achievement. The metaphor can help boards as they think about roles and responsibilities.

- Teachers fly the planes (deliver instruction).
- Principals lay out the flight plans (supervise delivery of instruction).
- The superintendent sits in the control tower monitoring the progress of flights (supervises school staff).
- The board is the FAA (monitors the results via review of student achievement data).

The first time the board spots an anomaly in achievement data, the board and superintendent need to respond. Ask:

1. What kind of assistance is needed and where?
2. Where do we need to place more or less pressure? ■

Weekly meeting with superintendent improves communication

When Sherri Whiting was president of the Crowley (Texas) ISD, she met with Superintendent Greg Gibson every Monday at 8:30 a.m. sharp. "We're in his office every Monday for about 90 minutes," she said.

The meeting has an agenda, Whiting said. This typically includes a list of questions that board

members have given the president. "We also discuss problems that are coming up," she said. "The Monday meetings give us a chance to do some thinking in advance about, 'Where should we go with this?'"

The superintendent also brings in other administrators to the session as needed, Whiting said. ■

Define how and where the board interacts with the superintendent

Does your board have a member or two who like to make the pie while the rest of the board is ready to get its fingers out of the pie-making and let the superintendent run the schools?

This happens more than you would think. Constituents want the location of a bus stop changed or a teacher removed.

One method a board can use to “get its fingers out of the pie-making” is writing policies that

define how and where the board interacts with the superintendent. Here are some examples:

The policies on board and superintendent interaction include:

- Governance or Management Connection.
- Accountability of the Superintendent.
- Delegation to the Superintendent.
- Delegation of Authority Resolution.
- Monitoring Executive Performance. ■

Board question: What does the vice president do?

Question for The Board Doctor: “The title ‘vice president’ sounds impressive, but what does the position really do?” asks a board member. “Is it just a title with little or no authority?”

Answer: The board vice president’s job is what the board makes of it. Traditionally, the vice president serves as the president’s backup in the event of illness or departure from the board, or when the president must miss a meeting. The vice president also serves useful functions like chairing an important committee, for example, leading the committee in charge of the board’s professional development and/or governance efforts.

Ask your vice president to work closely with the president to stay current on board issues and operations so that she can assume the president’s duties in the future if selected for the position. She might participate with the president and superintendent in developing the board’s meeting agendas, for example.

Tip: The vice president’s job should never be purely ceremonial. The board should value a

strong vice president. By encouraging a capable vice president, the board guarantees continuity for itself if something befalls the president. Below, find a basic job description for the board vice president position. Tailor it to fit your board’s needs.

Vice President of the Board

Position Description: To maintain leadership continuity by performing the duties of the board president in the president’s absence.

Duties and Responsibilities:

- Attend all board meetings.
- Be prepared to perform the president’s duties when called upon to do so.
- Chair a committee.
- Work as consultant and advisor to the board president.
- Develop rapport and close working relationship with the president and the superintendent.
- Carry out special assignments as directed. ■

Superintendent hiring decision affects students

Job one for any school board is to hire and evaluate a superintendent. That critical hiring is a key board responsibility that cannot be delegated.

The decision to hire a superintendent is crucial because the superintendent’s leadership affects student achievement.

It’s important that the board gets it right when

it hires the superintendent. What takes place in the district’s classrooms is so important that it presents an argument against hiring a nontraditional superintendent candidate for the top job. If you are serious about student achievement, find someone who understands instruction, the nuts and bolts of teaching, and not just theory. ■

Chair Swanson called the regular meeting of the School Board of District #726 to order on the 3rd day of February, 2020 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

Members present: Aaron Jurek, Jason Kindred, Lori Molus, Ryan Obermoller, Connie Robinson, Mark Swanson

Members absent: None

Others present: Jeremy Schmidt, Superintendent
Kevin Januszewski, Director of Business Services
Taylor Larson, Student Representative

Presentation: Presentation by Dave Kreft, High School Principal: Sub-less Classroom

REPORTS

Student Representative Larson reported on recent and upcoming events for BHS.

Superintendent Schmidt:
Individual and District Goals, MSBA Officer Workshops

Director Kindred:
Finance Committee Meeting Update

Director Robinson:
Transportation Committee Meeting Update

Motion by Jason Kindred, seconded by Ryan Obermoller, to **Approve the Consent Agenda** as amended:

*Remove **Meeting Date Change** from consent agenda for discussion.*

Motion carried unanimously.

CONSENT AGENDA

MINUTES FROM THE JANUARY 6, 2020 ORGANIZATIONAL SCHOOL BOARD MEETING

FINANCIAL REPORT

| EXPENDITURES | 2019-20 | | 2019-20 | Remaining | % | Prior Year |
|-------------------|------------|--------------|--------------|------------|--------|--------------------|
| | Budget | January 2020 | Year-to-Date | Budget | Spent | % Spent to Date |
| General | 34,110,854 | 2,520,083 | 276,299,092 | 17,811,762 | 47.78% | 49.18% |
| Food Service | 1,474,468 | 125,317 | 645,323 | 829,145 | 43.77% | 38.98% |
| Community Service | 1,400,466 | 103,671 | 764,408 | 636,058 | 54.58% | 56.94% |

| | | | | | | |
|--------------|---------------------|--------------------|---------------------|---------------------|---------------|--------|
| Debt Service | 3,428,903 | - | 342,751 | 3,086,152 | 10.00% | 97.52% |
| | <u>\$40,414,691</u> | <u>\$2,749,071</u> | <u>\$18,051,574</u> | <u>\$22,363,117</u> | <u>44.67%</u> | 53.51% |

DISBURSEMENTS – in the amount of \$4,754,604.15

PERSONNEL

| Name | Status | Job Title | Location | Hrs Per Day/FTE | Group | Replacing | Effective | Wage |
|-------------------|----------------------|------------------------------------|------------|--------------------|----------------|-------------|-----------|---|
| Dahlheimer, Dinah | New | Special Education Teacher | PS | 1 FTE | BEA | n/a | 1/2/20 | BA1 (\$223.96 Per Day) |
| Hed, Curtis | New | Musical Tech Director | MS | Season | BEA Schedule C | R. Kimmerle | 1/21/2020 | \$2,042 Per Season |
| Holm, Shannon | Long-Term Substitute | 4th Grade Teacher | IS | 1 FTE | BEA | C. Dawson | 1/21/20 | BA1 (\$223.96 Per Day) |
| Knick, Traci | New | Server | IS | 2.5 Hours Per Day | NonUnion | S. Puzach | 1/29/20 | \$13.75 Per Hour |
| Lorentz, Nancy | Resignation | Media Specialist | HS | .3 FTE | BEA | n/a | 3/12/20 | <i>Was employed as a fulltime credit through TRA part-time teaching program</i> |
| Lynch, Jessica | New | Special Education Paraprofessional | HS | 0.5 | BEA | J. Slack | 1/21/20 | \$16.41 Per Hour |
| McDonald, Josh | New | Asst. Gymnastics Coach / Spotter | HS | Season | BEA Schedule C | J. Wiley | 1/8/20 | \$1,364.30 Per Season |
| Olsen, Caroline | Resignation | Reading Specialist | IS/MS | 1 FTE | BEA | n/a | 5/29/20 | n/a |
| Peterson, Kelly | Resignation | Asst. Cook | PS | 6.25 Hours Per Day | MultiUnit | n/a | 1/31/20 | n/a |
| Peterson, Kelly | Resignation | Van Paraprofessional | Bus Garage | 1 Hour Per Day | MultiUnit | n/a | 1/31/20 | n/a |
| Puzach, Sheila | Resignation | Server | IS | 2.5 Hours Per Day | NonUnion | n/a | 1/21/20 | n/a |
| Schulz, Jackie | Long-Term Substitute | 6th Grade Math Teacher | MS | 1 FTE | BEA | S. Forster | 2/3/20 | BA1 (\$223.96 Per Day) |

| | | | | | | | | |
|-------------------|-------------------|------------------------|----|--------------------------|-----------|-------------|--------|---------------------|
| Schwinn, Edeza | New Assignment | Asst. Cook | PS | 6.25 Hours Per Day | MultiUnit | K. Peterson | 2/3/20 | \$15.12 Per Hour |
| Weber, Lonnie | New | Freeplay Supervisor | IS | 3 Hours Per Day | MultiUnit | J. Pishney | 1/6/20 | \$16.41 Per Hour |

GIFTS

| Donor Name | Description of Gift | Purpose of Gift |
|--|---------------------|--|
| Becker Drama Boosters | \$2,500.00 | HS Musical |
| Becker Lions | \$2,000.00 | HS Build Better Bulldogs Program & Field Trips |
| Becker Robotics Booster Club | \$4,000.00 | Robotics |
| Betty Humphries Legion | \$500.00 | Archery Team |
| Clear Lake Lions | \$1,050.00 | IS One Book One School Program |
| CNC Cops, LLC (Majestic Creations) | \$500.00 | Archery Team |
| Darter Plastics, Inc. | \$1,000.00 | Robotics |
| ig Rock Sports Conservation Foundation | \$1,000.00 | Archery Team |
| Kasper Excavating | \$500.00 | Robotics |
| Lallak's Delivery Service, Inc. | \$375.00 | Archery Team |
| Liberty Paper | \$2,000.00 | Watch D.O.G.S. Program |
| Liberty Paper | \$250.00 | Girls Basketball Video Taping |
| Lovold, Kristi | \$100.00 | MS Student Needs |
| LPI | \$4,000.00 | Robotics |

| | | |
|--------------------------|------------|-------------------------------|
| MPI | \$1,000.00 | Robotics |
| Northern Metal Recycling | \$1,500.00 | Archery Team |
| Various Contributors | \$250.00 | MS Pasta Fundraiser |
| ProtoLabs | \$1,000.00 | Robotics |
| Rusin, Melinda | \$500.00 | Watch D.O.G.S. Program |
| Sherburne State Bank | \$500.00 | Robotics |
| St. Germain, Monica | \$25.00 | School Mall Fundraiser/Author |

RESOLUTION DIRECTING THE ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS TEHREFORE

AIPAC ANNUAL COMPLIANCE

Motion by Jason Kindred, seconded by Lori Molus, to ***Move the November, 2020 Meeting to November 9th to allow for canvassing.*** Motion carried unanimously.

Superintendent Schmidt will email potential dates to board members for a future strategic planning workshop.

The meeting was **adjourned** at 7:17 p.m.

 Mark Swanson, Chair

 Aaron Jurek, Clerk

Recorder: Angela Oswald

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
February 2020**

EXPENDITURES

| Fund | 2019-20 Budget | February 2020 | 2019-20 Year-to-Date | Remaining Budget | % Spent |
|-------------------|---------------------------|----------------------|---------------------------------|-----------------------------|--------------------|
| General | 34,110,854 | 3,182,141 | 19,481,233 | 14,629,621 | 57.11% |
| Food Service | 1,474,468 | 146,291 | 791,614 | 682,854 | 53.69% |
| Community Service | 1,400,466 | 126,983 | 891,391 | 509,075 | 63.65% |
| Debt Service | 3,428,903 | 3,086,447 | 3,429,198 | (295) | 100.01% |
| | \$ 40,414,691 | \$ 6,541,862 | \$ 24,593,436 | \$ 15,821,255 | 60.85% |

March 2020 Personnel

I recommend approving the personnel items as presented (sorted by last name):

| Name | Status | Job Title | Location | Hrs Per Day/FTE | Group | Replacing | Effective | Wage |
|-------------------|----------------|---|-----------------|----------------------------|------------------------|------------------|--------------------------|---|
| Brant, Kari | Resignation | Yearbook Advisor | MS | Seasonal | BEA - Schedule C | n/a | End of 19/20 School Year | n/a |
| Davidson, Kira | New | Van Paraprofessional, PM | Bus Garage | 1 Hour, 45 Minutes Per Day | Non Union/Non Licensed | K. Peterson | 2/14/20 | \$13.75 Per Hour |
| Knick, Traci | Resignation | Server | IS | 2.5 Hours Per Day | NonUnion | n/a | 2/21/20 | n/a |
| Landwehr, Heather | New | Track & Field Coach | MS | Seasonal | BEA - Schedule C | R. Robinson | 3/23/20 | \$2,240 Per Season |
| Meillier, Sheena | New | Softball Coach | MS | Seasonal | BEA - Schedule C | D. Squires | 3/30/20 | \$2,240 Per Season |
| Roemer, Branden | New | Boys Tennis Coach | MS | Seasonal | BEA - Schedule C | A. Stevens | 3/30/20 | \$2,240 Per Season |
| Schwinn, Edeza | New Assignment | Asst. Cook | PS | 6.25 Hours Per Day | MultiUnit | K. Peterson | 2/3/20 | Correct Hourly Rate is \$15.71 Per Hour |
| Stach, Barbara | New | Breakfast Supervisor/Server | PS | 1 Hour, 5 Minutes Per Day | MultiUnit | E. Schwinn | 2/4/20 | \$14.07 Per Hour |
| Steiskal, Kristen | New | 2nd Grade Teacher, Long-Term Substitute | PS | 1 FTE | BEA | C. Wiechmann | 2/18/20 | BA15/Step 1: \$230.04 Per Day x 59 Days |
| Strom, Ben | New | Head Girls Soccer Coach | HS | Seasonal | BEA - Schedule C | A. Changamire | 8/17/20 | \$4,940 Per Season |
| Walberg, Carol | Resignation | Reading Specialist | IS | 1 FTE | BEA | n/a | 5/29/20 | n/a |

February 3, 2020

Policy 706 Acceptance of Gifts permits the school board to accept donations or gifts under the terms of the policy. I recommend accepting the gifts as described below.

| Donor Name | Description of Gift | Purpose of Gift |
|-------------------------------|---------------------|----------------------------------|
| Becker Lions | \$3,500.00 | Food Service Delinquent Accounts |
| Becker Lions | \$1,500.00 | Safety Camp |
| Minneapolis Foundation | \$880.00 | Robotics |
| Omni Vision & Learning Center | \$50.00 | Robotics |
| Real Cool Synchrony | \$225.00 | Food Service Delinquent Accounts |

Achievement and Integration Plan July 1, 2020 to June 30, 2023

District ISD# and Name: Becker Public Schools
District Integration Status: Adjoining District (A)
Superintendent: Jeremy Schmidt
Phone: 763-261-6300
Email: jschmidt@isd726.org

Plan submitted by: Minda Anderson
Title: Assistant Superintendent
Phone: 763-261-6327
Email: manderson2@isd726.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.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

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: Enter name.

1. #742 St. Cloud RI - Racially Isolated
2. #739 Kimball A - Adjoining
3. #750 ROCORI A - Adjoining
4. #738 Holdingford A - Adjoining
5. #726 Becker A - Adjoining
6. #51 Foley A - Adjoining
7. #47 Sauk Rapids-Rice A - Adjoining
8. #876 Annandale A - Adjoining

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: Jeremy Schmidt
Signature:

Date Signed: March 2, 2020

School Board Chair: Mark Swanson

Signature:

Date Signed: **March 2, 2020**

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: St. Cloud MDCC – St. Cloud, Annandale, Becker, Foley, Kimball, ROCORI, Holdingford, Sauk Rapids-Rice – members from all schools meet at least three times to develop and align our integration plan as well as discuss our A&I plans

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

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)).

Goal #1: Students receiving FRLP will increase MCA III reading scores by 2% each year from 51.8% of students meeting proficiency in 2019 to 57.8% of students meeting proficiency in 2023.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

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 # 1. Reading Intervention

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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. Students in grades 3-5 and grade 9 will be provided targeted reading intervention in addition to core curriculum. This intervention is designed to improve reading ability, close the gap with peers, and improve graduation rates and college and career readiness.

Location of services: Becker Intermediate School and Becker High School

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. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| The percentage of students in reading interventions in grades 3-5 who make accelerated growth from fall to spring as measured by oral reading fluency in reading will increase by 5% each year. | 70% | 75% | 80% |
| The percentage of students in reading intervention in grade 9 who make accelerated growth from fall to spring as measured by NWEA will increase by 5% each year. | 60% | 65% | 70% |
| Students receiving FRLP will increase MCA III reading scores by 2% each year from 51.8% of students meeting proficiency in 2019 to 57.8% of students meeting proficiency in 2023. | 53.8% | 55.8% | 57.8% |

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

Strategies

Strategy Name and # 2. Data Desegregation Professional Development

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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

Teachers will be provided professional development designed to support the use of desegregated NWEA, DIBELS, FASTBridge, and MCA III data to inform differentiated instruction in the classroom.

Location of services: All school sites

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. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Percentage of teachers participating in data and differentiated instruction workshops will increase annually. | 80% | 90% | 100% |
| Percentage of teachers self-reporting use of data to differentiate instruction will increase annually. | 60% | 70% | 80% |
| Students receiving FRLP will increase MCA III reading scores by 2% each year from 51.8% of students meeting proficiency in 2019 to 57.8% of students meeting proficiency in 2023. | 53.8% | 55.8% | 57.8% |

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

Strategies

Strategy Name and # 3. Fidelity Training and Assessment

Type of Strategy: Choose the type of strategy.

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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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 interventionists will be provided fidelity training to apply to reading interventions. Reading interventionists will conduct three fidelity checks annually to ensure interventions are being done with fidelity.

Location of services: All school sites

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. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Percentage of intervention teachers participating in fidelity training will increase annually. | 80% | 90% | 100% |
| Percentage of intervention teachers conducting three fidelity assessments per year will increase annually. | 80% | 90% | 100% |
| Students receiving FRLP will increase MCA III reading scores by 2% each year from 51.8% of students meeting proficiency in 2019 to 57.8% of students meeting proficiency in 2023. | 53.8% | 55.8% | 57.8% |

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

Strategies

Strategy Name and # 4. Professional Development in Content Area – Reading Strategies

Type of Strategy: Choose the type of strategy.

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:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

Teachers in grades 9-12 will be provided professional development in the use of informational text reading strategies. The district will contract with a reading coach to provide the professional development.

Location of services: Becker High School

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. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Percentage of core area teachers of students in grades 9-12 participating in professional development and coaching in content reading strategies will increase annually. | 50% | 75% | 100% |
| Percentage of English content area teachers observed using new reading strategies during instruction will increase annually. | 50% | 75% | 100% |
| Students receiving FRLP will increase MCA III reading scores by 2% each year from 51.8% of students meeting proficiency in 2019 to 57.8% of students meeting proficiency in 2023. | 53.8% | 55.8% | 57.8% |

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

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)).

Goal #2: Students with access to teachers trained in cultural competency will increase from 0% in 2020 to 75% in 2023.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

To add goals, copy the two lines 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 # 5. Professional Training in Cultural Competency

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:

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

Teachers will participate in cultural competency training provided by the district with the goal of identifying and eliminating inequitable opportunities for students.

Location of services: All school sites

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. | Target 2021 | Target 2022 | Target 2023 |
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |

| 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. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| The percentage of students with access to effective teachers trained in cultural competency will increase annually. | 25% | 50% | 75% |
| Teachers participating in cultural competency training will increase their score on a survey indicating knowledge of bias and inequity. | 25% | 50% | 75% |
| Enter KIP. | | | |

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.

Remember to copy and paste the goal section when adding additional goals.

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)).

Goal #3: The number of Becker students involved in cross-district multicultural learning opportunities will increase from 20 students in 2020 to 50 students in 2023.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

To add goals, copy the two lines 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 # 6. Multi-district Art Activity

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

Art teachers in the MDCC will collaborate to provide multi-cultural opportunities for students in participating districts. Teachers will plan and provide standards-based experiences designed to improve cultural fluency, student engagement, and graduation rates.

Location of services: Enter location.

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. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| The number of Becker students participating in the multi-district art activity will increase from 14 students in 2020 to 35 students in 2023. | 21 students | 28 students | 35 students |
| Participating students responding on a Multicultural Relations Survey will have an increase aggregate score of at least .2 each year of a 5-point Likert Scale measuring cultural awareness. | 3.5 | 3.7 | 3.9 |
| Enter KIP. | | | |

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

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 # 7. Common Ground Cultural Communication Collaborative

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

Becker High School students will participate in Common Ground Cultural Communication Collaborative. This collaborative, through St. Cloud State University facilitates this opportunity to connect and empower students to break down social and cultural barriers within the community and beyond. Students from St. Cloud State University, Foley, ROCORI, St. Cloud Tech, St. Cloud Apollo, Kimball, and Becker participate at alternating district sites.

Location of services: Alternating Participating Districts

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. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| The number of Becker students participating in Common Ground will increase from 6 students in 2020 to 15 students in 2023. | 9 students | 12 students | 15 students |
| Participating students responding on a Multicultural Relations Survey will have an increase aggregate score of at least .2 each year of a 5-point Likert Scale measuring cultural awareness. | 3.5 | 3.7 | 3.9 |
| Enter KIP. | | | |

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.

Remember to copy and paste the goal section when adding additional goals.

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)).

This plan will create efficiencies and eliminate duplicative programs by ensuring district representation and participation at MDCC meetings. At these meetings resources and efforts will be shared and cross-district integrative efforts are coordinated. The district does not have the resources to accomplish the goals of achievement -gap reduction without the support of the collaborative. This plan also creates efficiencies within the district by fully coordinating with and supporting the district World’s Best Workforce goals. Some of these are already supported by ADSIS and Title 1. Through this collaboration the district is provided with otherwise unavailable resources for additional reading intervention, professional development, and classroom educational experiences to increase student academic achievement and cross-cultural fluency.

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)).

RIS Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines 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).

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

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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 will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

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 key 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. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Enter KIP. | | | |
| Enter KIP. | | | |
| Enter KIP. | | | |

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

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

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.

Achievement and Integration FY 2021 Budget Workbook

Use these instructions to create your district's annual Achievement and Integration (A&I) A&I budget. Please refer to the *Achievement Integration Budget Guide* on the A&I webpage for more information on A&I revenue and for the list of budget review criteria.

Do not delete pages from this workbook. That will disable the formulas on the *Expenditure Summary* page which calculates the percentage of expenditure types and also sums total expenditures by FIN code--a helpful way to keep track of expenditures as you create your budget.

- Program and fiscal staff should work together to create this budget, drawing on your respective knowledge of what's in your district's A&I plan, costs that aren't detailed in the plan but are necessary to run approved plan activities, and school finance practices.
- **Proposed expenditures can be approved only for strategies included in a district's current MDE-approved A&I plan.**
- Expenditures to fund strategies included in a racially identifiable school (RIS) plan must be listed in the RIS tabs of this excel workbook.
- **Use the separate tabs for direct student services, PD, and Admin costs as explained in the A&I Budget Guide. The requirement for districts to use a certain percentage of revenue for each expenditure type is in A&I legislation and explained in the tabs of this budget workbook.**
- Add lines to a worksheet by inserting rows *before* a revenue total line. The revenue total lines are linked to a formula in the Expenditure Summary page. If you insert rows after them, your Expenditure Summary totals will be inaccurate.
- Add a **budget narrative** for each line item to document how proposed expenditures will fund activities in your district's MDE-approved A&I plan. **Do not copy your plan description into the budget.** Instead, describe what each expenditure will purchase. Then identify by name and number the activity in your plan that an expenditure will help fund. This info will provide expenditure detail not included in your A&I plan.
- List proposed FIN 313 (initial revenue) and FIN 318 (incentive revenue) expenditures on the separate tabs marked in the budget workbook. These are two different types of A&I aid and must be tracked separately.
- Find your district's aid entitlement estimate for A&I revenue in the Minnesota Funding Reports (MFR) section of MDE's Data Analytics webpage. Steps for finding that report are listed on the MDE A&I webpage.
- **Admin costs include salary and benefits for support staff and administrators that do not provide direct instruction to students in A&I activities. Admin costs also include things such as postage, rent, dues, memberships, printing charges.**
- Payments to other districts or to vendors should be listed as line items in the corresponding Direct Student Services, PD, or Admin tabs. Use OBJ code 390 for payments to other districts.
- **The budget narratives for proposed salary expenditures should include the following: percentage FTE and the name and number of the intervention in the district's A&I plan that the position is being reimburse to work on.**
- Fringe benefits for positions that are part of the same plan strategy may be bundled by OBJ code. For example, if three staff are providing instruction for an A&I summer program, benefits for their hours working on that program may be listed in the same line item.
- Resubmit this workbook listing proposed and *actual* FY 2021 expenditures by December 1, 2021.
- Expenditure changes that increase total FIN code amounts and changes to the types of expenditures approved in the initial budget must be sent to MDE for review and approval by April 1, 2021.

▪ Budgets are due to MDE by March 15, 2020. Board approval is optional. This means your board does not need to approve this budget before you submit it on March 15.

How to Submit Your Budget

- 1) Submit your district's proposed FY21 budget by March 15, 2020 to mde.integration@state.mn.us.
- 2) Submit your district's budget as an excel file. No PDF's please.
- 3) Please save your budget using the file name *FY21 [District Name] A&I budget*.

Questions about submitting your budget? Email mde.integration@state.mn.us. Or call support staff member Jeanne at 651-582-8462.



**ment and Integration Revenue FY2021
Budget Worksheet**

Use this workbook to list your district's proposed expenditures of FY 2021 Achievement Integration (A&I) revenue. All expenditures must support activities in your district's MDE-approved A&I plan. Each worksheet has a column for you to explain which activity each line item will fund.

District Name: Becker Public Schols
District ISD Number: 726
Superintendent: Jeremy Schmidt
Partnering Districts: #742 St. Cloud (RI), #739 Kimball (A), #750 ROCORI (A), #738 Holdingford (A), #51 Foley (A)

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Minda Anderson **Fiscal Staff:** Kevin Januszewski
Phone: 763-261-6327 **Phone:** 763-261-6317
E-mail: manderson2@isd726.org **Email:** kjanuszewski@isd726.org

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

| | |
|--|----------------------|
| Total Initial Revenue (FIN 313) | \$ 250,671.59 |
| Total Incentive Revenue (FIN 318) | \$ 31,732.00 |
| TOTAL A&I REVENUE | \$ 282,403.59 |

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2021 Achievement & Integration budget as approved by the school board.

Board Approval Date 2-Mar-20

School Board Chair Mark Peterson **Date** 2-Mar-20

Superintendent Jeremy Schmidt **Date** 2-Mar-20

This certification statement is not required in legislation or by the Minnesota Department of Education.

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____



FY 2021 Achievement and Integration Budget

District Number:

726

District Name:

Becker Public Schols

| Proposed Budget | | | | Actual Expenditures | |
|--|--------------|------------------------|--|---------------------|----------------------|
| | | Proposed Budget Ratios | | | Actual Budget Ratios |
| Direct Services to Students must equal at least 80% of total revenue | \$224,736.85 | 79.58% | DSS At least 80% of total expenditures | \$0.00 | #DIV/0! |
| Professional Development may equal no more than 20% of total revenue | \$29,613.25 | 10.49% | Professional Development No more than 20% of total expenditures | \$0.00 | #DIV/0! |
| Administrative/Indirect may equal no more than 10% of total revenue | \$28,053.49 | 9.93% | Admin/Indirect No more than 10% of total expenditures | \$0.00 | #DIV/0! |
| Total Proposed Revenue: | \$282,403.59 | | Total Revenue Expended: | \$0.00 | |

| | |
|-------------------------------|--------------|
| Total Amount Proposed FIN 313 | \$250,671.59 |
| Total Amount Proposed FIN 318 | \$31,732.00 |

| | | |
|-----------------------------------|-----|---------|
| Improvement Planning Expenditures | 23% | #VALUE! |
|-----------------------------------|-----|---------|

Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).

Notes or Comments:



FY 2021 Achievement and Integration Budget

District Number: 726

District Name: Becker Public Schols

80% Direct Services to Students

List proposed **FIN 313** expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved A&I plan that provide direct services to students. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amt | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | |
|---|---------------------|------|-----|-----|--|---|--|--|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy the strategy description from your plan. | Goal # |
| Provide a short description of the expenditure. | | | | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | | |
| Reading Intervention Specialist-Wag | 010 | 203 | 313 | 143 | \$139,633.40 | | 1 | 1. Reading Intervention |
| Reading Intervention Specialist-Ben | 010 | 203 | 313 | 2xx | \$53,719.19 | | 1 | 1. Reading Intervention |
| Cross Cultural Common Ground Ad | 020 | 211 | 313 | 185 | \$ 1,000.00 | | 3 | 7. Common Ground Culture |
| Cross Cultural Common Ground Ad | 020 | 211 | 313 | 2xx | \$ 157.80 | | 3 | 7. Common Ground Culture |
| Instructional supplies to support classroom partnership learning experiences. | 010 | 203 | 313 | 401 | \$4,000.00 | | 3 | 6. Multi-district Art Activity & 7. Common Ground Cultural Communication Collaborative |
| Instructional supplies to support reading intervention. | 010 | 203 | 313 | 401 | \$4,000.00 | | 1 | 1. Reading Intervention |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| FIN 313 TOTAL | | | | | \$202,510.39 | | | \$0.00 |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



FY 2021 Achievement and Integration Budget

District Number: 726 District Name: Becker Public Schols

80% Direct Services to Students
 List proposed FIN 318 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies included in the district's MDE-approved A&I plan which provide direct services to students. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amt | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | | |
|---|---------------------|------|-----|-----|--|---|---|--------|-------------------------|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # | Strategy # and Name |
| Provide a short description of the expenditure. | | | | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | | |
| Readin Intervention Specialist - .25 | 020 | 211 | 318 | 185 | \$ 19,197.15 | | Reading Intrvention Specialist for 9th grade reading | 1 | 1. Reading Intervention |
| Reading Intervention Specialist - .25 | 020 | 211 | 318 | 2xx | \$ 3,029.31 | | Reading Intrvention Specialist for 9th grade reading | 1 | 1. Reading Intervention |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| FIN 318 TOTAL | | | | | \$22,226.46 | \$0.00 | | | |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.



FY 2021 Achievement and Integration Budget

District Number: 726

District Name: Becker Public Schols

20% Professional Development

List proposed **FIN 313** expenditures for professional development below. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amt | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | |
|---|---------------------|------|-----|-----|--|---|---|--|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # |
| Provide a short description of the expenditure. | | | | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | |
| Data Integration Staff Development-Wages | 005 | 640 | 313 | 185 | \$5,500.00 | | Professional development time to support the use of data to inform differentiated instruction. | 1 Professional Development |
| Data Integration Staff Development-Benefits | 005 | 640 | 313 | 2xx | \$768.50 | | Professional development time to support the use of data to inform differentiated instruction. | 1 Professional Development |
| Data and Reading Consultation | 005 | 640 | 313 | 305 | \$12,000.00 | | Professional development provided by a contracted reading coach to provide coaching in informational text reading strategies. | 1 4. Professional Development in Context Area-Reading Strategies |
| Cultural Competency Consultant | 005 | 640 | 313 | 305 | \$5,000.00 | | Professional development provided by a contracted consultant to provide cultural competency to teachers. | 2 5. Professional Trainin in Cultral Competency |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| TOTAL | | | | | \$23,268.50 | \$0.00 | | |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



FY 2021 Achievement and Integration Budget

District Number: 726

District Name: Becker Public Schols

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amt | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | | |
|--|---------------------|------|-----|-----|--|---|---|--------|--|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # | Strategy # and Name |
| Provide a short description of the expenditure. | | | | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | | |
| Classroom partnerships - cross district teacher collaborative planning time. | 005 | 640 | 318 | 185 | \$2,000.00 | | Collaboration time for teachers to develop cross-district activities and curriculum. | 3 | 6. Multi-district Art Activity & 7. Common Ground Cultural Communication Collaborative |
| Intervention Fidelity Training | 005 | 640 | 318 | 185 | \$2,000.00 | | Reading Specialists to ensure fidelity of interventions. | 1 | 3. Fidelity Training and Assessment |
| Data Integration Staff Development-Wages | 005 | 640 | 318 | 185 | \$1,480.00 | | Reading specialists to desegregate data from interventions and disseminate to classroom teachers. | 1 | 2. Data Desegregation Professional Development |
| Data Integration Staff Development-Benefits | 005 | 640 | 318 | 2xx | \$864.75 | | Reading specialists to desegregate data from interventions and disseminate to classroom teachers. | 1 | 2. Data Desegregation Professional Development |
| | | | 318 | | | | | | |
| TOTAL | | | | | \$6,344.75 | | | | \$0.00 |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



FY 2021 Achievement and Integration Budget

District Number: 726

District Name: Becker Public Schols

10% Admin/Indirect Costs
 List proposed Administrative/Indirect **FIN 313** expenditures below. No more than 10% of this budget may be spent on Admin costs for strategies included in an MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amount | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | |
|---|---------------------|------|-----|-----|--|---|--|--|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy the strategy description from your plan. | Goal # |
| Provide a short description of the expenditure. | | | | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | | |
| Coordinator-.18 FTE Wages | 005 | 610 | 313 | 110 | \$21,500.00 | | 1 | & 2.Data Desegregation Professional Development & 3.Fidelity Training and Assessment |
| Coordinator-.18 FTE Benefits | 005 | 610 | 313 | 2xx | \$3,392.70 | | 1 | & 2.Data Desegregation Professional Development & 3.Fidelity Training and Assessment |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| | | | 313 | | | | | |
| Total | | | | | \$24,892.70 | \$0.00 | | |

n/a n/a

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2021 Achievement and Integration Budget

District Number: District Name:

10% Admin/Indirect Costs
 List proposed **FIN 318** Administrative/Indirect expenditures below. No more than 10% of the budget may be spent on Admin costs for activities included in an MDE-approved A&I plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amount | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | | |
|---|---------------------|------|-----|-----|--|---|---|-------|--|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal# | Strategy # and Name |
| Provide a short description of the expenditure. | | | | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | | |
| Program Admin-Wages | 005 | 610 | 318 | 110 | \$2,730.00 | | Coordinate and supervise collaborative goals to be done with fidelity of the plan. | 3 | activity & 7. Common Ground Cultural Communication Collaborative |
| Program Admin-Benefits | 005 | 610 | 318 | 2xx | \$430.79 | | Coordinate and supervise collaborative goals to be done with fidelity of the plan. | 3 | activity & 7. Common Ground Cultural Communication Collaborative |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| Total | | | | | \$3,160.79 | | | | \$0.00 |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2021 Achievement and Integration Budget

District Number: 726 District Name: Becker Public Schols

80% Direct Services to Students
 On this worksheet list proposed FIN 313 expenditures for Direct Student Services for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for activities included in the district's MDE-approved A&I plan which provide direct services to students. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amt | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | | |
|---|---------------------|------|-----|-----|--|---|---|--------|---------------------|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # | Strategy # and Name |
| Provide a short description of the expenditure. | | | 313 | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | | |
| | | | 313 | | | \$0.00 | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| FIN 313 TOTAL | | | | | \$0.00 | \$0.00 | | | |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
 Comments:



FY 2021 Achievement and Integration Budget

District Number: District Name:

80% Direct Services to Students
 On this worksheet list proposed **FIN 318** expenditures for Direct Student Services for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for programs in the district's MDE-approved A&I plan which provide direct services to students. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amt | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | |
|---|---------------------|------|-----|-----|--|---|---|--------|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # |
| Provide a short description of the expenditure. | | | 318 | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | |
| | | | 318 | | | \$0.00 | | |
| | | | 318 | | | | | |
| | | | 318 | | | | | |
| | | | 318 | | | | | |
| FIN 318 TOTAL | | | | | \$0.00 | \$0.00 | | |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2021 Achievement and Integration Budget

District Number: 726

District Name: Becker Public Schols

20% Professional Development

On this worksheet list proposed **FIN 313** expenditures for professional development for your district's Racially Identifiable School(s). No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amt | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | | |
|---|---------------------|------|-----|-----|--|---|---|--------|---------------------|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # | Strategy # and Name |
| Provide a short description of the expenditure. | | | 313 | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | | |
| | | | 313 | | | \$0.00 | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| TOTAL | | | | | \$0.00 | \$0.00 | | | |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.



FY 2021 Achievement and Integration Budget

District Number:

District Name:

20% Professional Development

List proposed **FIN 318** expenditures for professional development for your district's Racially Identifiable School(s) below. No more than 20% of a district's total proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amt | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | | |
|---|---------------------|------|-----|-----|--|---|---|--------|---------------------|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # | Strategy # and Name |
| Provide a short description of the expenditure. | | | 318 | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | | |
| | | | 318 | | | \$0.00 | | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| TOTAL | | | | | \$0.00 | \$0.00 | | | |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



FY 2021 Achievement and Integration Budget

District Number: District Name:

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures for your district's Racially Identifiable School(s) below. No more than 10% of the budget may be spent on Admin costs for activities included in an MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amount | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | | |
|---|---------------------|------|-----|-----|--|---|---|--------|---------------------|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # | Strategy # and Name |
| Provide a short description of the expenditure. | | | 313 | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i> | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| | | | 313 | | | | | | |
| Total | | | | | \$0.00 | \$0.00 | | | |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



FY 2021 Achievement and Integration Budget

District Number: 726 District Name: Becker Public Schols

10% Admin/Indirect Costs

List proposed FIN 318 Administrative/Indirect expenditures for your district's Racially Identifiable School(s) below. No more than 10% of the budget may be spent on Admin/Indirect costs for activities included in a district's MDE-approved A&I plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

| Line Item Description | UFARS Code Required | | | | Budgeted Amount | Actual Amt | Plan Crosswalk - Which A&I plan activity does each line item support? | | |
|---|---------------------|------|-----|-----|--|---|---|--------|---------------------|
| | ORG | PROG | FIN | OBJ | | | Budget Narrative | Goal # | Strategy # and Name |
| Provide a short description of the expenditure. | | | 318 | | List the total amount budgeted for this line item. | Resubmit form with actual FY21 expenditures by 12/1/21. | Provide a brief description of the expense each expenditure will fund. Do not copy the strategy description from your plan. | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| | | | 318 | | | | | | |
| Total | | | | | \$0.00 | \$0.00 | | | |

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:

4. According to the agreement between Local #284 Transportation and Becker School District, a grievance not resolved in Level II may be appealed to the School Board. The School Board committee of Ryan Obermoller, Lori Molus, and Connie Robinson held a hearing on February 10th, within the 20 days of receipt of the appeal. Multiple conversations were also held with Becker School District Attorney Maggie Wallner. A written response shall be issued within 20 days of the hearing (March 10th). The committee and superintendent are recommending denial of this grievance, but also in the recommendation would like to appoint Superintendent Schmidt to meet with representatives of Local #284 Transportation to try to come to a reasonable solution outside of arbitration.