



Achievement and Integration Plan Form

July 1, 2022 to June 30, 2025

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

District ISD# and Name: Red Lake Public Schools #38

Title of Person submitting Report: Dustin Hinckley,
Director of Special Services

District Integration Status: Racially Isolated District

Phone: 218-679-1710

Superintendent Name: Melinda Crowley

Email: dhinckley@redlake.k12.mn.us

Superintendent Phone Number: 218-679-3353

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Racially Identifiable Schools within District

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

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

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

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

1. Clearbrook-Gonvick ISD #2311 – Adjoining
2. Fosston ISD #601 – Voluntary
3. Mahnomen ISD #432 – Voluntary (Not A&I)
4. Bagley ISD #162 - Adjoining

School Board Approval

X 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](#)).

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

Superintendent (enter name): Melinda Crowley

Signature: _____ Date Signed: 3/31/2022

School Board Chair (enter name): Michael Barrett

School Board Chair Signature: _____ Date Signed: 3/31/2022

Plan Input

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

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

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

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

AIPAC Member Signature (if applicable): _____ Date Signed: 3/31/2022

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.

Red Lake School District's American Indian Parent Advisory Council (AIPAC) consists of the following Red Lake community members: Michelle Reynolds (Chair), Nate Taylor (Vice Chair), Sylvia Fred, Marilyn Spears, Leah Fontenelle, Taylor LaGou, Jeff LaGou, Deanna Lasley, Donovan May (Language and Culture Teacher) and Roy Nelson (School Board Representative). The group is facilitated by Dr. Giniwgiizhig, Ojibwe Gikendaasowin Wedaaked (Steward of Ojibwe Language and Knowledge), a Principal on Special Assignment.

The Red Lake AIPAC is unanimous in its desire for the Red Lake School District A & I plan to include significant opportunity for our students to build additional fluency and competency in the Ojibwe culture through exposure to cultural activities and Ojibwemowin (Ojibwe language) within the general curriculum from PreK through 12th grade. In order to do this, the Red Lake AIPAC acknowledges a need to recruit and retain qualified American Indian teachers and specialists. In addition, the Red Lake AIPAC supports the district's overall World's Best Workforce goals including increasing graduation rates through increased student engagement and believes that embedding culture into the core curriculum is a good strategy for increasing overall student engagement.

The multidistrict collaboration council consists of Superintendents from each of the represented school districts, who are able to bring information from their district stakeholders, including the district AIPACs as applicable, in formulating the A & I plans. Superintendents include: Melinda Crowley, Red Lake; Jeff Bisek, Mahnomen; Erich Heise, Bagley; Sue Chase, Fosston; and Ryan Grow, Clearbrook-Gonvick. Dr. Giniwghiizhig, Red Lake and Carol Thompson, Bagley Indian Education Coordinator, serve as American Indian culture advisors to the council.

The multidistrict collaboration council recommended a continuation of the integration activities implemented during the last three-year cycle with a focus on full implementation now that COVID will hopefully no longer impact schools' ability to have students get together for in-person activities. Additionally, the council requested that each district utilize similar integration goals to show both district and regional progress through integration activities.

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

SMART Goal #1: Given 1) quarterly opportunities to participate in hands-on cultural learning activities and 2) daily exposure to Ojibwe language and culture in their everyday schedules through a) maintenance of specialized language and culture teaching positions and b) through staff growing their own knowledge of Ojibwe language and culture, 100% of Red Lake K-12 students will be provided multiple opportunities to access activities and instruction highlighting the unique history, value, customs, traditions, seasonal activities, and worldview of the Red Lake Anishinaabe people on an annual basis.

WBWF Goal Area: All racial and economic achievement gaps between students are closed

Type of Goal: Achievement Disparity

Strategy #1: Integrate Culture and Language into Core Curriculum

Type of Strategy:

Innovative and Integrated Pre-K-12 Learning Environments

Option 3: Increases cultural fluency, competency, and interaction

Narrative:

The Culture and Language Department will provide ongoing hands-on seasonal cultural activities to include experiences such as ricing, hunting, trapping, snaring, fishing, maple sugaring, gardening, and gathering. School staff and community experts and elders will lead the experiential learning activities, which will be open to all general education classroom teachers and their students. Additionally, culture and language learning opportunities will be provided to all teachers in the district at least once per month during Professional Learning Team time. The focus of these learning opportunities will be to build non-Native and Native American teachers' knowledge and skills in Ojibwe Language and Culture so that this knowledge can be incorporated into the teachers' instruction. The Red Lake School District's Language and Culture website will be maintained and updated on a regular basis so that it can remain a highly sought after resource for language and culture information for school district staff.

Location of services: All buildings, all grade levels; Services will be coordinated by the Department of Culture and Language at the Red Lake Secondary Complex

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
A minimum of 75% of enrolled K-12 students will participate in at least three cultural activities per school year as measured by participation data collected by the Department of Language and Culture.	75%	80%	85%

Strategy #2: Maintain and Improve Restorative Practice Specialist and Student Engagement Specialist Positions for the District

Type of Strategy:

Innovative and Integrated Pre-K-12 Learning Environments & Family Engagement Initiatives to Increase Student Achievement

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions
- Increases cultural fluency, competency, and interaction
- Increases access to effective and diverse teachers

Narrative:

Two restorative practice specialist positions and one student engagement specialist position were created and filled during the previous Achievement and Integration cycle. The Red Lake School District wishes to maintain these positions and to continue expanding upon the work these three staff members have done within our secondary complex.

Restorative practices are a targeted intervention rooted in Indigenous ways of knowing and have been shown to be an effective set of behavior interventions to reduce discipline disparities and improve academic achievement for historically marginalized populations, including American Indian/Native American populations. To that end, the Red Lake School District is implementing restorative practices with specific focus at the 6th – 12th grades.

Restorative practices specialists function in the following ways to assist the district in fidelity of implementation:

- hold the title of Circle Keeper for a specific population or group of students,
- function as an intermediary between classroom-managed behaviors and office-managed behaviors to ensure that restorative practices are attempted before punitive discipline is employed,
- supervise alternative to suspension spaces for students who are temporarily unable to function as a positive community member in their classroom community, but who have the ability to be in school in a different setting to continue their studies and learn new social and emotional skills.

The engagement specialist facilitates efforts to reduce enrollment disparities for Red Lake American Indian students in credit-bearing high school courses required for graduation. More than 57% of age-eligible American Indian students in Red Lake are not enrolled in credit-bearing courses for at least one semester of their high school career as compared to approximately 27% of American Indian students in the state. The engagement specialist individualizes interventions targeted toward 18-21 year-old dropouts / unenrolled students to get them re-enrolled in one of our high school programs. This targeting occurs through personalized phone calls, home visits, and communication with students' relatives. Individual planning for credit-bearing graduation pathways and frequent scheduled check-ins occur for re-enrolled 18-21 year old students who have not been or are not currently enrolled in credit bearing courses required for graduation at the same rate as their American Indian peers in the district and the state.

The engagement specialist:

- Provides targeted support to ensure meaningful participation in the required courses through weekly morning meetings with the group of students and weekly individual meetings with students to discuss their coursework and to identify and reduce or remove any barriers to their meaningful participation in credit-bearing courses
- Regularly collaborates with the teachers within the Maadaadiziwin (Innovative and Alternative) Programs to ensure instruction and curriculum are culturally relevant in order to ensure equitable representation
- Provides additional resources for student and family engagement at the 6th – 12 grade levels within the district's Maadaadiziwin Programs.
- Works with students, their families, and external agencies to reduce or remove barriers to student attendance within the district's Maadaadiziwin programs in order to increase career and college readiness for American Indian students in alternative learning settings

Location of services: Red Lake Secondary Complex

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
Families and students who partner with the Student Engagement Specialist will report that barriers to attendance have been removed or reduced and that their attendance has improved.	≥ 50% report positive outcomes	≥ 65% report positive outcomes	≥ 80% report positive outcomes
Families and students who partner with the Restorative Practices Specialists will report that they have learned new behavioral or social/emotional skills, that they feel more welcome and supported at school, and/or that they have improved relationships with peers or adults in the school setting.	≥ 50% report positive outcomes	≥ 65% report positive outcomes	≥ 80% report positive outcomes

Strategy #3: Maintain and Improve Upon Ojibwe Culture and Language Specialist Positions for the District

Type of Strategy:

Innovative and Integrated Pre-K-12 Learning Environments & Family Engagement Initiatives to Increase Student Achievement

- Increases cultural fluency, competency, and interaction
- Increases access to effective and diverse teachers

Narrative:

Our goal is to have Ojibwe Language and Culture available to students every day. In order to make this happen, the district has created and filled a number of specialist positions who work to provide experiential learning for both students and staff so that culture can be better integrated into the core curriculum. Having additional Culture built into our students' day is designed to help create stronger individual and community identity, which leads to greater levels of student engagement and ultimately, higher graduation rates. An example of a Cultural activity is designing a Maple sugaring outing, which would involve: bringing equipment to the sugar bush, setting up wood-cutting and boiling equipment, scheduling classes to visit for experiential learning activities, maintaining the boiling/managing the site, and developing a curriculum to accompany the activities. An example of how Language specialists are utilized is by providing push-in language lessons where the general education teacher is learning the language alongside their students so that the language can continue to be used after the specialist has moved on to the next classroom.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
A minimum of 80% of general classroom teachers targeted for push-in language learning opportunities will report a greater understanding and usage of the Ojibwe language.	≥ 80% report positive outcomes	≥ 85% report positive outcomes	≥ 90% report positive outcomes
A minimum of 80% of general classroom teachers will report participation in three or more cultural activities throughout the year.	≥ 80% report positive outcomes	≥ 85% report positive outcomes	≥ 90% report positive outcomes
A minimum of 60% of general classroom teachers will report utilizing aspects of Ojibwe language and culture learned through push-in language learning opportunities and/or hands-on cultural activities in at least one unit of study during the year.	≥ 60% report positive outcomes	≥ 65% report positive outcomes	≥ 70% report positive outcomes

Strategy #4: Provide Ongoing Professional Development Related to Key District Initiatives

Type of Strategy:

Professional development opportunities focused on academic achievement of all students.

Narrative:

The Red Lake School District is determined to increase the rigor and relevance of our curriculum and instruction while we improve overall rates of academic achievement, attendance, and graduation of our students. To this end, the Red Lake School District has Three Key Pillars of our strategic plan within which professional development opportunities are focused:

Pillar #1: Language, Culture, and Community

The majority of Red Lake School District administrators and teachers are not Native American and do not have shared culture or history with the students they serve. It is important for all staff to gain insight into their students' culture and history as well as an understanding of how community shapes the students who attend our schools. Ongoing professional development in the areas of culturally responsive practice, Ojibwe language and culture, the History of Red Lake, and contemporary Native American issues will empower staff to more effectively address their students' needs, more efficiently incorporate culturally responsive instructional practices into their daily instruction, and more fully integrate Ojibwe language and culture into the core curriculum.

Pillar #2: Social-Emotional Learning

Social-emotional skills are integral to students' success in school, in the community, and in their future. Thus, training administrators, teachers, and staff in research-based methods of teaching social-emotional skills to our students is a primary focus within our strategic plan. We want students who are self-aware, who can self-manage, who can make responsible decisions, and who can engage in positive interpersonal relationships.

Pillar #3: Rigorous Academics

Maintaining high academic standards in the face of significant adversity can be a difficult task for school staff. Therefore, providing training in differentiation, standards-based education, high-quality formative assessment, and research-based curricular programs is a key to keeping high expectations for academic achievement at the forefront and is imperative in providing our teachers the tools they need to reach each and every student where they are and to help those students reach their full academic potential.

Location of services: All buildings, all grade levels; Services will be coordinated by the Department of Special Services, the Department of Language and Culture, and the Department of Teaching and Learning

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
A minimum of 100 staff will participate in at least one training related to at least one pillar of the district's strategic plan in each year of the three-year A&I cycle.	>100 staff trained	> 100 staff trained	>100 staff trained

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
At least 80% of staff who participate in at least one training related to a pillar of the district's strategic plan will report the use of skills or knowledge gained from that training in their teaching practice.	≥ 80% report positive outcomes	≥ 85% report positive outcomes	≥ 90% report positive outcomes

SMART Goal #2: Increase the number of American Indian / Pacific Islander teachers and specialists within the Red Lake School District by one teacher annually from 19 (10.9%) in 2021-2022 to 22 (12.6%) by the end of the 2024-2025 school year, as measured by data provided to the district Human Resources department at the time of staff hire.

Goal Area: 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.

Type of Goal: Teacher Equity

Strategy #2: Maintain and Improve Restorative Practice Specialist and Student Engagement Specialist Positions for the District *(for more information see Narrative description under Goal #1)*

Strategy #3: Maintain and Improve Upon Ojibwe Culture and Language Specialist Positions for the District *(for more information see Narrative description under Goal #1)*

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
The district will employ more American Indian / Pacific Islander teachers and specialists each year.	≥ 20 AI/PI teachers and specialists on staff	≥ 21 AI/PI teachers and specialists on staff	≥ 22 AI/PI teachers and specialists on staff

SMART Goal #3: Select middle school-aged students will participate in an intensive integration activity spanning up to three full years of the Achievement and Integration funding cycle and will report increased friendships with students from other schools as well as increased interactions with those friends at events outside of the A&I activities.

WBWF Goal Area: All students are ready for career and college

Type of Goal: Integration

Strategy #5: Culturally Responsive – Students Teaching Attitudes of Respect (STAR) Program

Type of Strategy:

Innovative and Integrated Pre-K-12 Learning Environments

- Increases cultural fluency, competency, and interaction

Narrative:

The Red Lake School District plans to continue our partnership with regional school districts to implement integration activities through the use of a modified version of the Peacemaker Resources Students Teaching Attitudes of Respect Program. The CR-STAR Program utilizes the Speak Your Peace curriculum in addition to developmentally appropriate lessons regarding social-emotional learning, resiliency, historical trauma, and Adverse Childhood Experiences. Approximately 10% of the incoming 6th, 7th, and 8th grade students and their adult advisors from each school district will be trained in teams of four to six students during multiple days of training across each school year. These teams will meet for day-long retreats quarterly throughout the year. Additionally, teams will partner up and provide ½-day or day-long sessions teaching students in younger grades about social-emotional learning. In this way, 10% of 6th grade students will have multiple days of relationship-building activities during the year and a significant number of students in younger grade levels will have the opportunity to learn from them during the year.

Each year for three years, the program will be repeated for the incoming 6th grade students. The original 6th grade cohort will continue with cohort and team meetings as 7th and 8th graders, so that each year, the integration activities will include a sizeable percentage of the middle school students in each member district.

The goal of this integration activity is to provide students the opportunity to build relationships with peers from different racial/ethnic and/or socioeconomic backgrounds than themselves and to learn skills for navigating a diverse world in high school, college, career, and beyond.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
At least 80% of student STAR participants will report that they have developed a friendship with a student from a different school district than their own.	≥ 80% report positive outcomes	≥ 80% report positive outcomes	≥ 80% report positive outcomes
At least 50% of student STAR participants will report that they have interacted with a friend from a different school district (whom they met via the STAR integration activities) outside of the structured activities sponsored by the collaborative.	≥ 50% report positive outcomes	≥ 50% report positive outcomes	≥ 50% report positive outcomes
STAR advisors will report seeing STAR participants utilizing leadership, social-emotional learning, and other skills learned as part of the CR-STAR program in their everyday school settings.	STAR advisors report seeing students use STAR skills	STAR advisors report seeing students use STAR skills	STAR advisors report seeing students use STAR skills

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 Achievement and Integration Plan creates efficiencies through the implementation of a multidistrict collaborative for planning and implementing integration activities. Utilizing a single outside agency to provide integration activities for the entire region reduces redundancy in the development and implementation of the training program and eliminates duplicative programs within the region. Additionally, efficiencies are created through linking the Achievement and Integration Plan, Goals, and Strategies to other Red Lake School District initiatives and funding sources, including World's Best Workforce Goals, American Indian Education Plan and funds, our Guaranteed and Viable Curriculum initiative, and our district-wide Professional Development Plan and funds. By supplementing each of these areas, program duplication is avoided and efficiency and effectiveness are heightened.