



2023–24 Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically using the unique link that was sent to the A&I Contact and Superintendent. You can copy your responses from this template into the electronic form.

District Name: Belgrade-Brooten-Elrosa Schools

A&I Contact: Michelle Herickhoff

Title: A&I Coordinator

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2023–24 school year (SY)? Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans July 1st, 2023 – June 30, 2026)

Year 2 (3-year plan spans July 1st, 2022 – June 30, 2025)

Did you have a Racially Identifiable School (RIS) in the 2023–24 SY?

Yes No

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the A&I materials: <https://bbejaguars.org/district>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023-2024 SY.

Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2023-24 SY: November 12, 2024, 7pm

2023–24 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2023–24 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2023–24 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2023–24 SY.

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Complete the tables below if you are reporting on year 1 or year 2 of your 3-year plan (July 1, 2023–June 30, 2026 OR July 1, 2022-June 30, 2025).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023–24 SY)	On Track?
Increase the number of students across targeted demographics participating in kindergarten readiness programs by 2 additional students per year from 2024 through 2026. Demographics include: FRLP and migrant.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	10	Year 1: 13 Year 2: 15 Year 3:	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

We have used attendance/enrollment data to determine progress on these goals. Families that apply and qualify for free and reduced lunches are prioritized for scholarships in the School Readiness program. We advertise and encourage families to apply for scholarships. We know more families that qualify for free and reduced lunches are getting scholarships and therefore have an increased opportunity to be prepared and successful for Kindergarten.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023- 24 SY)	On Track?
<p>Increase the percentage of district staff receiving training on cultural awareness and competency from 50% in 2023 to 60% in 2026. In addition, increase the implementation of cultural integration within curriculum and instruction for all staff attending the cultural awareness training based on pre and post surveys by 2 points.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity</p>	<p>50%</p>	<p>Year 1: 50% Year 2: 54% Year 3:</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> • <i>What strategies are in place to support this goal area?</i> • <i>How well are you implementing your strategies?</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Training on cultural awareness:</p> <p>2023-2024: 48 certified staff received training divided by 96 total district staff = 50% for year 1</p> <p>2024-2025: 50 certified staff received training divided by 92 total district staff = 54% for year 2</p> <p>Next year, 2025-2026, we plan to train both certified and noncertified staff which will allow us to meet our goal and increase the percentage to 60%+.</p> <p>Pre and Post Surveys:</p> <p>2023-2024: When focusing on “Agree” and “Strongly agree” answers, the result went from 100 before the survey to 140 after the survey. That’s an increase of 40.</p> <p>2024-2025: When focusing on “Agree” and “Strongly agree” answers, the result went from 80 before the survey to 142 after the survey. That’s an increase of 62.</p> <p>Next year, 2025-2026, we plan to continue to train both certified and noncertified staff with high quality resources and relevant information so they are able to apply their knowledge in the school setting.</p>				

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2023- 24 SY)	On Track?
<p>The cultural competency of Lake Wobegon Collaborative students will increase an average of 2 points per year on the pre- and post- activity assessments using the LaCrosse Consortium Cultural Competence Self-Awareness Checklist. Students attending the Middle School and High School Cultural Competency group will present on cultural competency topics to students at BBE Middle and High School. The percentage of students receiving presentations will increase by 10% each year.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>25.5</p>	<p>Year 1: 32.5 Year 2: Year 3:</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> • <i>What strategies are in place to support this goal area?</i> • <i>How well are you implementing your strategies?</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Pre and Post Surveys:</p> <p>2023-2024: When focusing on “Fairly Often/Pretty Well” and “Always/Very Well” answers, the result went from 59 before the survey to 73 after the survey. That’s an increase of 14.</p> <p>2024-2025:</p>				

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2023–24 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Our district partnered with local districts to create Cultural Diversity groups. We have a High School group and a Middle School group that meets monthly to increase awareness of cultures and meet new students from surrounding schools. After each monthly meeting, our district group meets to discuss the learning from the activities and brainstorm ways to share their new knowledge and experiences with their peers. Furthermore, our survey data shows that our students have increased their cultural competency knowledge from the fall to the spring, after participating in the monthly sessions. We also participated in an end of the year celebration with the other participating schools in the spring. Our learners were able to meet learners from other schools to play games and eat lunch together.