2024–26 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: Carrie Halvorson **Email**: chalvorson@bbejaguars.org

Title: A&I Coordinator

Phone: 320-254-8211

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

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

_X__ 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 _X__ 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 2025-2026 SY.*

Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2025-26 SY: December 14, 2026, 7 pm, Belgrade

2025–26 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: _X__ Achievement Goal ___ Integration Goal ___ Teacher Equity	10	Year 1: 13 Year 2: 15 Year 3: 16	Check **one** of the following: _x__ On Track ___ Not on Track ___ Goal Met ___ 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 that more families who qualify for free and reduced-priced lunches are getting scholarships and therefore have an increased opportunity to be prepared and successful for Kindergarten.

In 2023-2024, 47 students were enrolled in School Readiness, and 15 were F/R.

In 2024-2025, 49 students were enrolled in School Readiness, and 14 were F/R.

In 2025-2026, 39 students were enrolled in School Readiness, and 18 were F/R.

Achievement and Integration Goal 2

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2023- 24 SY)**	**On Track?**
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.	Check one of the following: ___ Achievement Goal ___ Integration Goal _X__ Teacher Equity	50%	Year 1: 50% Year 2: 54% Year 3: 61%	Check **one** of the following: _x__ On Track ___ Not on Track ___ Goal Met ___ 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?*

Training on cultural awareness:

2023-2024: 48 certified staff received training, divided by 96 total district staff = 50% for year 1

2024-2025: 50 certified staff received training, divided by 92 total district staff = 54% for year 2

2025-2026: 59 certified and noncertified staff received training, divided by 97 total district staff = 61% for year 3

Pre and Post Surveys:

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.

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.

2025-2026: When focusing on “Agree” and “Strongly agree” answers, the results went from 301 before the survey to 752 after the survey. That’s an increase of 451.

Achievement and Integration Goal 3

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2023- 24 SY)**	**On Track?**
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.	Check one of the following: ___ Achievement Goal _X__ Integration Goal ___ Teacher Equity	0	Year 1: 14 Year 2: 3 Year 3: 21	Check **one** of the following: _x__ On Track ___ Not on Track ___ Goal Met ___ 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?*

Pre and Post Surveys:

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.

2024-2025: When focusing on "Fairly Often/Pretty Well" and "Always/Very Well" answers, the result went from 49 before the survey to 52 after the survey. That's an increase of 3.

2025-2026: When focusing on "Fairly Often/Pretty Well" and "Always/Very Well" answers, the result went from 49 before the survey to 70 after the survey. That's an increase of 21.

Cultural Competency Presentation at Activity Fair in the spring: 6th & 7th graders:

It didn't exist before, so the baseline is 0.

2023-2024: We had 38 6th graders and 55 7th graders attend the presentation. This was a brand new presentation that hadn't been done before, so the percentage of students receiving presentations increased by 100%.

2024-2025: We had 45 6th graders and 40 7th graders attend the presentation. The 6th graders receiving presentations were new to this, so the percentage of students receiving presentations increased by 53%.

2025-2026: We had 47 6th graders and 46 7th graders attend the presentation. The 6th graders receiving presentations were new to this, so the percentage of students receiving presentations increased by 51%.

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.

During the 2024–25 school year, the BBE School District continued partnering with neighboring Achievement & Integration districts to provide students with opportunities to build relationships, increase cultural awareness, and strengthen communication and collaboration skills through shared experiences and activities.

Our first Cultural Group meeting was held in person during the fall. Students from participating districts were introduced to one another and participated in an interactive activity centered around foods from different cultures. Students worked together to identify foods, discuss their meanings and origins, and communicate with

peers to find matching partners for the activity. The event encouraged teamwork, communication, and cultural learning while helping students become more comfortable interacting with peers from other districts. Students also enjoyed time together socially while sharing a snack.

Our second meeting was held virtually via Zoom due to concerns about student safety outside the school at that time. During this meeting, students focused on the Winter Olympics through an activity titled *Many Journeys, One Olympic Dream*. Students researched Olympic athletes from diverse cultural and personal backgrounds by exploring where they grew up, their accomplishments, challenges they faced, important aspects of their identity, and how they inspired others. Students reflected on what they learned and discussed personal qualities such as perseverance, resilience, and leadership. This activity helped students recognize and appreciate the diverse experiences and identities represented within global athletic communities.

Our final meeting was held in person and focused on teamwork, cultural learning, and collaboration. Students participated in a relay-style activity, working together to complete challenges involving holidays and traditions from different cultures. Students navigated a cone maze on scooters, matched holidays to their definitions, and worked cooperatively to complete a tic-tac-toe style challenge. The activity encouraged communication, problem-solving, teamwork, and positive peer interaction among students from multiple districts. Students also shared a snack and continued building relationships in a welcoming and inclusive environment.

These Achievement & Integration partnerships positively impacted students by increasing opportunities for meaningful interaction with peers from neighboring districts and diverse cultural backgrounds. Students strengthened their communication, collaboration, and social-emotional skills while developing greater cultural awareness and understanding. Within the BBE School District, these strategies helped create more inclusive learning experiences and encouraged students to appreciate diverse perspectives, traditions, and identities. The Cultural Group activities also increased student engagement and fostered a stronger sense of belonging and connection among participating students.