



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

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

**District ISD# and Name:** Onamia Public Schools ISD#480

**Title of Person Submitting Report:** PreK-8 Principal

**District Integration Status:** Racially Isolated District

**Phone:** 320-532-6707

**Superintendent Name:** Jason Vold

**Email:** aherfindahl@onamia.k12.mn.us

**Superintendent Phone Number:** 320-532-6701

**Superintendent Email:** jvold@onamia.k12.mn.us

### 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.
- 2.
- 3.
- 4.
- 5.

1. 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. Pierz School District
- 2.

# 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) Jason Vold

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

School Board Chair (enter name) Virgil Wind

School Board Chair Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

# Plan Input

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

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

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

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

Below, list your council members and identify American Indian parent committee members. Briefly describe council members’ recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

## Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Tom Otte	Principal, Pioneer Elementary, Pierz School District ISD#484	totte@pierzschoools.org/320-468-6458 X 2211

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

Name	Position/Role	Email/Phone Number
Virgil Wind	School Board Chair/Co-Chair LIEPC Committee	vwind@onamia.k12.mn.us
Christina Clitso-Nayquonabe	Director of Indian Education	cclitsonayquonabe@onamia.k12.mn.us
Krystel Sam	Indian Education Interventionist & Parent	ksam@onamia.k12.mn.us

AIPAC Member Signature (if applicable): \_\_\_\_\_ Date Signed: \_\_\_\_\_

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval ([Minn. Stat. § 124D.861, subd. 4](#)). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto: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)).

**SMART Goal #1: The percentage of 6<sup>th</sup>-8<sup>th</sup> grade students in the SUCCESS program identified as Free and Reduced will increase their end-of-year FastBridge scores on the aReading screener from 43% either Low Risk or College Pathway in 2024-2025 to 70% either Low Risk or College Pathway in 2027-2028.**

Choose a WBWF/CACR goal area:

- ☐ All children are ready for school.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Choose the type of Goal:

- ☒ Achievement Disparity
- ☐ Integration
- ☐ Teacher Equity

***To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.***

## Strategies

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

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

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

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

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Enter Strategy Name and #: Focusing on a middle school model for Grade 6-8/Strategy #1**

**Choose the type of Strategy:**

☒ Option 1: Innovative and integrated pre-K-12 learning environments.

☐ Option 2: Family engagement initiatives to increase student achievement.

☐ Option 3: Professional development opportunities focused on academic achievement of all students.

☐ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☒ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

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

☐ Option 4: Increases graduation rates.

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

**Narrative 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.

***Add narrative***

Our focus for this goal of the Achievement and Integration program is on all of our students in grades 6-8, targeting our students that are identified as Free and Reduced. Our team plans to continue to build out the components needed to be an exemplary middle school model including an active Advisory that promotes positive culture and community building, and development of a truly effective mid-level ALC program.

The Advisory program focuses on establishing, maintaining and investing in relationships, with a focus on two-way trust as part of a check in/check out system. Students in the SUCCESS program often need more support in reading than just 50 minutes in the core classes. We are continuing to build out a system of support for our students that includes advisory, core, interventions, as well as access to after school and summer programming that meets the needs of students as determined by a multiple data points including screener information from the FastBridge assessment suite, locally created assessments and team decisions with the school and families. The goal is that students are academically successful and ready to enter 9<sup>th</sup> grade.

The SUCCESS program will be coordinated in partnership with secondary administration and a Building Interventionist that will provide support to at-risk students. This position would create, oversee and potentially administer support plans for all students who are a part of the program and will include academic interventions, positive behavior and work to meet social-emotional needs by fostering relationships with support both within the building and with community partners.

These two goals focus on raising the academic achievement to ensure that our Free and Reduced students are able to take more rigorous classes starting in 9<sup>th</sup> grade. The focus of the summer and after school programming will be to decrease racial and enrollment disparities that have occurred with our free and reduced students. The current screening scores for this group of students indicates that tier 2 and 3 interventions need to be implemented. The goal will be to create programming that increases effective communication, positive community and instills a deep sense of connectedness to the school through meaningful relationship building.

During the middle school years, we want Onamia Public School students to receive education that is focused on appropriate development of the whole adolescent, including social-emotional health and well-being, and sound, targeted academic programming that supports every learner. This means ensuring that all teachers are annually given professional development to recognize signs and tools to assist students in poverty, experiencing homelessness, and/or trauma so our building is one of safety and positivity to ensure a focus on academic growth. We will use instructors and other advocates to support differentiated instruction or targeted interventions that support students in poverty. We will continue to develop and refine our programming that supports two-way, authentic guardian engagement, academic enrichment or intervention, and quality core classes to ensure success for all of our students.

***Enter location of services:*** At one of the Onamia School District's sites (High School, Elementary or Rolf Olson Center).

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
100% of Onamia staff attending district trainings on poverty, homelessness, and trauma-skilled interventions each year through SY 2027-2028	100%	100%	100%
Increased gradual rising scores on the FastBridge screener (aReading) for students identifies as Free and Reduced attending the SUCCESS program	52%	61%	70%

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

**SMART Goal #2:** *[Staff member goal: 2.1]* Onamia Public Schools will increase from four staff members of American Indian descent in 2024-2025 to six American Indian staff members by the spring of 2028.

*[Student goal 2.2]* Onamia Public Schools will offer a Cultural Exploration component to the annual Summer School programming for all students enrolled by the spring of 2028.

Choose a WBWF/CACR goal area:

- ☐ All children are ready for school.
- ☐ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Choose the type of Goal:

- ☐ Achievement Disparity
- ☐ Integration
- ☒ Teacher Equity

*To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #2.*

## 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.

**Enter Strategy Name and #: Recruiting American Indian Staff/Strategy #1**

**Choose the type of Strategy:**

☐ Option 1: Innovative and integrated pre-K-12 learning environments.

☐ Option 2: Family engagement initiatives to increase student achievement.

☐ Option 3: Professional development opportunities focused on academic achievement of all students.

☒ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

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

☐ Option 4: Increases graduation rates.

\_\_\_ Option 5: I 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.

***Add narrative***

2.1.1: We are working with local Indian Education Departments at regional colleges to recruit more American Indian staff members, as our student body is currently more the 60% American Indian.

2.1.2: We are continuing to explore a “Grow Your Own” program at Onamia High School. This would function as an elective option called, “Introduction to Education” and would ideally be offered during the school year as a semester course. Achievement and Integration funds would be used to support a portion of the teacher’s salary and benefits. The goal is to expose more of our American Indian students into the teaching profession, coaching, administration and other school staff careers.

2.1.3: We will also continue to offer concurrent enrollment programs with Bemidji State University and Central Lakes College. Onamia High School currently offers the course: College Ojibwe Language through BSU and works with Upward Bound through Central Lakes College. It is our hope to continue the important work done with our Local Indian Education Parent Committee (LIEPC) and Tribal Leaders from the Mille Lacs Band of Ojibwe to think innovatively, and build new and deep partnerships between the school district and the Band to create

The student goal is important to the mission and vision of Onamia Public Schools. We have an active Indian Education program that works hard to not only ensure that communication between the school and home is effective, but that all students in the building are exposed to authentic and accurate cultural experiences.

2.2.1: Our Summer School programming is a partial day during the summer with approximately 7-15 sessions occurring, depending on the year and the calendar. Students are given direct instruction to bolster and support the academic progress during the school year, as well as remediation and expansion of concepts. Onamia Public Schools plans to work with our Indian Education Department to create an embedded cultural curricula that is available to all students attending the summer programming and focuses on language acquisition, fine arts, stories, history and community building in the Ojibwe culture.

2.2.2: Onamia Public Schools will work with the Indian Education Department and the Mille Lacs Band of Ojibwe to hire a person(s) for up to 120 hours of curriculum development and teaching with Achievement and Integration funds. This programming, embedded into the Summer School hours, will be a starting point to continue to grow our relationship with our community partners and creatively ensure that we are supporting the continued education of our students in their culture.

2.2.3: It is our genuine hope that by embedding components of Ojibwe culture into the Summer School programming we can achieve both an increase in students attending Summer School and bolster the

relationship between the school district and our education partners both at and representing the Mille Lacs Band.

**Enter location of services:** At all Onamia School District’s sites (High School, Elementary or Rolf Olson Center).

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
The number of American Indian staff at Onamia Public Schools will increase to 6 staff members by spring of 2028.	4	5	6
Participation in Summer School Programming in grades K-8 will increase each year following implementation year (Summer 2025).	20 attendees	30 attendees	40 attendees

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

**SMART Goal #3:** Onamia Public Schools will increase the percentage of students who score “low risk” in the “Academic Behavior” sub-section of the mySAEBRS screener in the FastBridge suite from 53% in spring 2025 to 80% in spring 2028.

Choose a WBWF/CACR goal area:

- ☐ All children are ready for school.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

**Choose the type of Goal:**

☐ Achievement Disparity

☒ Integration

☐ Teacher Equity

***To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #3.***

## 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.

**Enter Strategy Name and #: Opportunities for staff to build relationships with students and families, and explore a cultural experience with our partnering district./Strategy #3**

**Choose the type of Strategy:**

☐ Option 1: Innovative and integrated pre-K-12 learning environments.

☐ Option 2: Family engagement initiatives to increase student achievement.

☐ Option 3: Professional development opportunities focused on academic achievement of all students.

☒ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

☐ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

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☐ Option 4: Increases graduation rates.

☐ Option 5: 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.

***Add narrative***

During the year, students from Onamia Public Schools and Pierz will experience a cultural event together. 6<sup>th</sup> grade teachers will work together to create mixed groups of students, and build relationships between the districts. To begin, students from Pierz Schools will come to experience the annual Mille Lacs Powwow in our building.

Onamia Schools will continue to explore an inclusive co-teaching model and training for all teachers, administrators, and paraprofessionals. We are planning to offer staff development for co-taught partnerships, how to best function as adults in the room, and accommodate and teach all students of all abilities and needs.

We will engage in ongoing Cultural and Targeted Initiatives.

We will continue to create and implement a peer leader/model program with specific racial and integration cultural and competency content built into the programs.

All teacher evaluation models include components of cultural competency.

We will continue to heavily support cultural education, Ojibwe language programs, and Cultural Events and Field Experiences in our District with our summer school and after school programming. This programming will continue to build relationships and foster a deep sense of engagement and connectedness between students/families and their communities.

***Enter location of services:*** At all Onamia School District's sites (High School, Elementary or Rolf Olson Center).

# Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

# Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
The percentage of students who score “low risk” in the “ <i>Academic Behavior</i> ” sub-section of the mySAEBRS screener in the FastBridge suite will increase each year.	62%	71%	80%

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

# Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). **Enter text.**

This plan gives the Onamia School District the means to focus on our grades 5-9 population and continue to refine our programming with a special unique local middle school identity. Through this plan, Onamia Public Schools will be able to hire two additional teachers to help built out our robust and targeted middle school model. This will allow us to build in interventions, enrichments, cultural experiences and promote family engagement activities in our middle school, as well as professional development for our staff. This plan allows for the Onamia and Pierz school districts to collaborate and plan meaningful activities for students. This will target our American Indian and Free and Reduced students to provide support for these students to have access to higher level courses in high school.

We have a very diverse population and our mission is to build and blend all of our cultural and academic programs together. Through hiring more American Indian staff member, having a relentless commitment to culture and cultural events for our students, staff and families, and ensuring our staff is culturally competent, we will drive this mission forward to enrich the future of our local schools.

We also have an unwavering commitment to Inclusive Education, and continuing to train our staff in co-teaching and the importance of push-in inclusion with support. We do have a high percentage of students with disabilities, and we believe the programming supported by the Achievement and Integration grant will help all of our students grow academically, socially, and emotionally.

We hope to partner with MDE for support and the Pierz District in the Achievement and Integration plan as we continue to move our work forward for all kids, staff, and both communities.