

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

**District ISD# and Name:** 2190 Yellow Medicine

**East**

**District Integration Status:** Racially Isolated District  
(RI)

**Superintendent:** Rich Schneider

Phone: 320-564-4081

Email: rschneider@isd2190.org

**Plan submitted by:** Andrea Lewison

Title: YMIC Coordinator

Phone: 320-564-4081

Email: alewison@isd2190.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. **891 Canby V - Voluntary**
2. **378 Dawson-Boyd A - Adjoining**
3. **2167 Lakeview A - Adjoining**
4. **403 Ivanhoe Voluntary**
5. **2890 Renville County West Adjoining**
6. **414 Minneota 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: Enter name.

Signature:

Date Signed: Enter date.

School Board Chair: Enter name.

Signature:

Date Signed: Enter date.

## 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:** YMIC Multidistrict Collaboration Council meets 2-3 times per year.

Members are:

Yellow Medicine East Schools – Rich Schneider, Lisa Hansen and Ryan Luft

Canby Public School – Ryan Nielsen

Dawson-Boyd Public School – Ryan Stotesbery

Lakeview Public School – Dr. Chris Fenske

Ivanhoe Public School – Dan Deitte

Minneota Public School – Dan Deitte

Renville County West – Dr. Michelle Mortensen

Minnesota River Valley Education District- Karen Jacobson

YMIC Coordinator – Robin Henderson

Minnesota West Community & Technical College – Laurel Christianson

YME American Indian Parent Advisory Committee Members

Laurie Blue-Pooler

Dawn Chase

Shakeena Pazi

Adam Savariego

Berta Bjerkeset

Rich Schneider

Sue Bones

The YMIC Council convenes in August/Sept. and Jan./Feb. each school year. The council is designed to give each school district a voice in the events and activities that are put forth in the Yellow Medicine Integration Collaborative Achievement and Integration Plan. Integration events are designed to help the students of the YMIC have greater knowledge and understanding of their choices and pathways that exist for being successful and ready for a postsecondary path as well as a career path. The council directs the YMIC Integration Coordinator, who in turn works with the YMIC District's staff personnel, to arrange events that are age appropriate, meets the needs of the students and the goals of the collaborative.

## 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)).

**Goal #1:** The percentage of students completing grade 11 earning credit in two or more CTE or college-level courses will increase from 80% in 2020 to 90% in 2023.

**Aligns with WBWF area:** All students are ready for career and college.

**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 # 1 Career and College Planning and Exploration

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**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.

It is essential for districts to have a solid plan in place for assisting students in being ready for post-secondary education and career pathways. As indicated in state statute (120B.125), by no later than ninth grade, students must have a comprehensive plan to assist them in exploring their educational, college, and career interests, aptitudes, and aspirations.

There are a variety of ways to assist students in exploring and planning for their continued education and careers. Our district will use the following assessment tools for planning purposes: Ramp Up to Readiness, Pre-ACT testing, PSAT testing, Accuplacer Testing, World of Work Inventory Assessment, STAR Testing, YMIC Career & College Events, YMIC Stem Summer Academy.

Location of services: District

### 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 for Strategy Name and # 1 Career and College Planning and Exploration

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 completing grade 11 earning credit in two or more CTE or college-level courses.	80%	85%	90%
The % of students who took the ACT Test meet all 4 areas for college readiness	16%	19%	22%
Enter KIP.			

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

## Strategy Name and # 2 Career and College Cross-District Integration Opportunities

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**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.

Through organized collaborative events, students will have the opportunity to participate in learning activities that combine cultural education, social integration, college and career readiness skills and leadership skills. Students will have a better understanding and acceptance of cultural norms and differences. Students will also have the opportunity to learn skills to help them create better relationships with teachers and students resulting in gaining strategies to overcome obstacles on their road to achieving their goals.

We will actively work to design activities that relate to our student's personal interests, goals, and challenges that they face in both their local schools and global communities. We will explore opportunities for the YMIC partner districts to collaborate with MN West to offer Hybrid Vocational classes in CTE (Career & Technical Education).

The demographics of our region have changed and now many of our students will be the first generation to attend a post-secondary institution. Many of these students have not been on a college campus and do not have an understanding of what it takes to be successful in college. Barriers such as language, finances, education or an understanding of the postsecondary application process, financial aid and student loans are common for many of our students.

The YMIC employs an Integration Coordinator who coordinates YMIC student events, plans and communicates with all YMIC stakeholders, including all the YMIC school district partners, business and professionals as well as with post-secondary institutions. The events offered for YMIC students are regional college visits, career and college fairs and business tours, financial aid seminars, employer panels, along with other activities that introduce students to the importance of college and specialized training after high school.

As a result of this intervention, students will have an understanding of what they must do to be accepted

to a post-secondary institution and be successful once they attend college. College visits help students to learn to navigate the college process and to feel more motivated to pursue education beyond high school. These activities provide background on potential careers, pathways, admission requirements and affordability.

In addition, we plan on doing a number of integration activities that will help students grow in their cultural competency. These activities may include items such as collaborative art projects, performances, retreats, and field trips.

Location of services: Varies.

**Key Indicators of Progress (KIP) for strategy # 2 Career and College Cross-District Integration Opportunities**

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%
Percent of students participating in each cross-district activity.	90%	92%	95%
Enter KIP.			

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

**Strategy # 3 Success Coach - Yellow Medicine East MS/HS**

**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:

- 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.

Add narrative. Yellow Medicine East will continue to build and implement their comprehensive two-year and four-year college and workforce readiness program. Students in grades 6-12 will participate in Ramp Up to Readiness. Students will build college and work profiles and will meet with the YME Success Coach, who will help them create their individual plan for matriculation to a post-secondary institution, the military or a career path of their choice. The strength of the program will be the result of the student, parent and school collaboration with a focus on the 5 pillars of readiness; Financial, Academic, Personal/Social, Admissions, and Career. With this plan in place, our hope is that YME students will be successful at the postsecondary institution of their choice. For those

students entering the workforce our goal is to have them ready with a polished resume, interviewing and soft skills as well as organizational and time management skills.

Location of services: YME MS/HS

## Key Indicators

### Key Indicators of Progress (KIP) of strategy # 3 YME Success Coach

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%
% of seniors indicating that they are matriculating to a postsecondary institution or the military in May of each year.	68%	73%	78%
% of parents attending the required YME pre-senior year meeting with their child in the fall of their senior year.	80%	85%	90%

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

**Goal #2:** All students of color, American Indian students and Free and Reduced Price Lunch students will have equitable access to experienced, in-field and effective teachers by increasing the district’s diverse certified staff from 0 in 2020 to 1 in 2023.

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

**Goal type:** Teacher Equity

### Strategy # 4 Teacher Equity

**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:

- 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.



Yellow Medicine East will offer an Intro to Education class through MRV CTE (Minnesota River Valley CTE). Students of all races and economic backgrounds will have the opportunity to complete a semester course and gain 3 college credits from Minnesota West Community and Technical College. Yellow Medicine East will connect with and encourage students of color, American Indian students and Free and Reduced Price Lunch students to participate in the Intro to Education class. This will encourage the district to ‘grow their own’ future teachers who may be inclined to return to their community following the completion of a teaching degree.

Location of services: Each school and classroom.

## 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) for Strategy #4 Teacher Equity

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%
Yellow Medicine East will offer an Intro to Education class through MRV CTE (Minnesota River Valley CTE). Students of all races and economic backgrounds will have the opportunity to complete a semester course and gain 3 college credits from Minnesota West Community and Technical College.	1 student	2 students	3 students
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 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.

**Goal #3:** Q-Comp Reading Goal The % of American Indian students in grades 3-8 who are proficient on the MCA Reading test will increase 3% from 28.3% in the spring of 2020\* to 31.3% in the spring of 2023. \*Due to no MCA testing being completed in 2020, we will use the 2019 as our baseline data. Retrieved from MDE/Report Card/Reading/American Indian or Alaskan Native.

**Aligns with WBWF area:** All 3rd graders can read at grade level.



**Goal type:** Achievement Disparity

**Strategy Name and # 5** Academic Intervention/Support Specialists

**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:

- 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.

Academic Intervention Specialists will support students in developing proficient reading skills that will support their academic growth. Academic Intervention Specialists will work extensively with students to help them improve specific reading skills such as phonemic awareness, phonics, fluency, vocabulary and comprehension.

Academic Intervention Specialists will work with classroom teachers to provide local assessments that are used to identify students who are not at grade level or who are lacking skills in phonemic awareness, phonics, fluency, vocabulary or comprehension. Academic Intervention Specialists, along with classroom teachers, will review the assessment data and will identify students who are in need of Tier II and/or Tier III interventions. Following the identification of these students, the Academic Intervention Specialists will work with the classroom teacher to create a schedule for interventions that fits the needs of the student. Academic Intervention Specialists will provide Tier II and Tier III interventions based on the assessment data collected and teacher observations.

The outcomes for students who are receiving interventions includes bringing them to grade level in their reading skills and providing them with the skills necessary to continue to see academic progress.

Academic Intervention Specialists, along with classroom teachers, will provide parents with information on their interventions and progress.

Priority for interventions will be given to students in grades K-2 to obtain interventions, but our Academic Intervention Specialists will also serve as a specialist for students in grades 3-5 and will provide support as needed.

In Grade 6 ~ 12: Academic Intervention Specialists will work with classroom teachers and students to provide local assessments that are used to identify students who are not at grade level or who are lacking

skills in meeting adequate progress towards graduation. Academic Intervention Specialists, along with classroom teachers, will review the assessment data and will identify students who are in need of Tier II and/or Tier III interventions. Following the identification of these students, the Academic Intervention Specialists will work with the classroom teacher to create a schedule for interventions that fits the needs of the student.

The outcomes for students who are receiving interventions includes bringing them to grade level to meet our graduation requirements.

Location of services: Bert Raney Elementary & Yellow Medicine East MS/HS

## 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) For Strategy #5

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
Enter KIP.By the end of kindergarten, students will identify 17 or more letter sounds.	60%	70%	80%
Enter KIP.By the end of 1st grade, students will identify all 26 letter sounds.	60%%	70%	80%
The Academic Intervention Specialist will meet with 50% of all students who are not at grade level for making adequate progress towards graduation.	50%	55%	58%

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

### Strategy Name and #6 Summer STEAM Program

**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:

- 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.

The Summer Academy will serve students at YME through supplemental academic support by designing interactive STEAM Academy classes that engage students in hands-on learning. The intent of is to reduce the number of students who enter high school in remedial or lower level classes due to racial and economic enrollment strategies.

Grade levels to be served: YME Middle/High School Grades 6-12

Location of services: Renville County West, Yellow Medicine East MS/HS, YMIC Partner Schools and Minnesota West Community and Technical College, Granite Falls and Canby Campuses.

Certified and Non-certified support staff in supplementing ELA and Mathematics deficiencies through direct instruction during the summer months. These strategies carry over into all of our hands on activities. Students have the opportunities to share in enhanced hands on activities that implement their newly acquired skills through instruction.

Summer STEAM Programs: “Hands-On.” “Rigorous.” “Fun.” High-quality summer learning programs have been shown not only to improve reading and math skills, but to increase graduation rates and post-secondary success as well. STEAM summer programs in particular offer a unique and multifaceted opportunity to maintain and build core skills in math and literacy during the high-risk summer months. They do so by engaging young people in hands-on, inquiry-based learning that motivates students by immersing them in activities with real-world application, without the stigma of traditional summer school. (The Joy of Meaningful Learning was prepared with support from Noyce Foundation and STEM Next at the University of San Diego. [www.sandiego.edu/stemnext](http://www.sandiego.edu/stemnext).)

Location of services: Varies by activity

## 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 for Strategy #6 Summer STEAM program

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%
% of YME students in grades 6-8 who receive a D+ or below in semester II in both Math/English or only Math or only English will attend a summer STEAM session	22%	25%	28%
Enter KIP.			
Enter KIP.			

*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.

All YMIC initiatives planned for 2020-2023 are a continuation of past successful integration practices or new programming. The YMIC will work collaboratively to promote Career & College Readiness strategies that we can share and promote in our individual districts as well as our region. The Integration Coordinator will continue to plan activities and events for all seven YMIC member districts.

The frequency and duration of each activity will be dependent upon guidance from the Minnesota Department of Education, Minnesota Department of Health and the Center for Disease Control, as per how it relates to the COVID-10 pandemic.

We will continue to work together to create more collaborative opportunities and find new and creative ways to provide services that will benefit our students. More work continues to be done on the Career Technical Education as well as the STEAM education. We will continue to partner with the Private Industry Council, MN West Technical College and Southwest Minnesota State University, the National Guard, and DEED