

Achievement and Integration Plan
July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: **173 Mountain Lake Public School District** District's
Integration Status: Voluntary District (V)

Superintendent: **Bill Strom**
Phone: **507 427 2325**
E-mail: **bstrom@mountainlake.k12.mn.us**

Plan submitted by: **Bill Strom**
Title: Superintendent
Phone: **507 427 2325**
E-mail: **bstrom@mountainlake.k12.mn.us**

Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

1. Enter text here.
2. Enter text here.

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:
Red Rock Ridge.

1. **Windom Public School District V - Voluntary**
2. **Mountain Lake Public School District RI - Racially Isolated**
3. **Jackson County School District A - Adjoining**

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Bill Strom
Signature:

Date Signed: 02/21/2017

School Board Chair: Chad Pedersen
Signature:

Date Signed: 02/21/2017

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Bill Strom, Superintendent; Ricardo Renteria, Community; Michelle Larson, Principal;; Julie Brugman, Board Member; Pam Hoek, Board Member.
Community Collaboration Council for the RIS: Enter text here.

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.
<http://home.mountainlake.k12.mn.us/1/worlds-best-workforce/>

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: READING - MCA Goals -- 2016-2017 MCA Goal: The PERCENTAGE of all students in grades 3-8 and 10 enrolled October 1 in the Mountain Lake School District who earn achievement levels of Meets the Minnesota Academic Standards or Exceeds the Minnesota Academic Standards: • On all READING accountability tests will increase 3.0% from a combined percentage of 56.0% in 2016 to a combined percentage of 59.0% in 2017.

A&I – Goal is to reduce the Achievement Gap (based on percentage) in reading MCA's at the Mountain Lake School District between Non FRPL and FRPL students from 7.4 (2016) to 5.0 by June, 2020.

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

Objective 1.1: Continue targeted interventions provided to students who are non-special education with licensed reading teachers and highly qualified paras each year.

Objective 1.2: Continue Interventionist teacher working with classroom teacher to support current standard, while focusing on closing skill and standard gaps with individual children.

Objective 1.3: Integration activity in which students from all schools regardless of income or race participate together in a racial and ethnic awareness program.

GOAL # 2: MATH MCA Goals -- 2016-2017 MCA Goal: The PERCENTAGE of all students in grades 3-8 and 11 enrolled October 1 in the Mountain Lake School District who earn achievement levels of Meets the Minnesota Academic Standards or Exceeds the Minnesota Academic Standards: • On all MATH accountability tests will increase 1% from a combined percentage of 62.0% in 2016 to a combined percentage of 63.0% in 2017.

A&I – Goal is to reduce the Achievement Gap (based on percentage) in math MCA's at the Mountain Lake School District between Non FRPL and FRPL students from 5.4 (2016) to 5.0 by June, 2020.

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

Objective 2.1: Continue targeted interventions provided to students who are non-special education with licensed reading teachers and highly qualified paras each year.

Objective 2.2: Continue Interventionist teacher working with classroom teacher to support current standard, while focusing on closing skill and standard gaps with individual children.

Objective 2.3: Integration activity in which students from all schools regardless of income or race participate together in a racial and ethnic awareness program

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention #1

Hiring Highly Qualified Teacher and Paraprofessionals for interventions for Math and Reading

This intervention supports the following goal objective: #1.1, #1.2 and #2.1, #2.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. The participating districts will support interventionists through licensed teachers or highly qualified para professionals under supervision of a highly qualified teacher to work on the closing the achievement gap and meet the goals set.

Grade levels to be served: Grades 3-11

Location of services: Mountain Lake Public School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Progress monitoring with STAR an FAST assessments (Windom), NWEA (Mt. Lake), NWEA (Jackson County Central).

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. www.interventioncentral.org Intervention Central repository of Research-based interventions combined with formative assessments which are viewed and adjusted for student needs within our PLC's. This website holds multiple research based strategies and interventions for teachers to use and tailor to each child served.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Decrease Achievement Gap % in Math MCA's for FRPL from 5.4 (2016 Data)	5.3	5.2	5.0
Decrease Achievement Gap % in Reading MCA's for FRPL from 7.4 (2016 Data)	7.0	6.0	5.0
Enter KIP.			

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

Intervention #2: Inter district Awareness racial and ethnic acceptance

This intervention supports the following goal objective: #1.3 and #2.3

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Opportunity in which students from all three districts come together. Purpose is for students to integrate by race and ethnicity through a program that celebrates diversity.

Grade levels to be served: 4-6

Location of services: Mountain Lake

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Survey Monkey will be used to gather data from students on effectiveness of the program.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. http://www.pbs.org/kcts/preciouschildren/diversity/read_activities.html and <http://www.ascd.org/publications/educational-leadership/mar03/vol60/num06/-What-Promotes-Racial-and-Ethnic-Tolerance%C2%A2.aspx>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
100% of all students in attendance on activity date in grade _____ participate	100%	100%	100%
Survey results show students that participate have a positive understanding for differences and acceptance	60%	75%	90%
Enter KIP.			

Intervention #3

Summer Incentive Program: Summer STEM CAMP

This intervention supports the following goal objective: #2.1, 2.2 and 2.3

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Districts will have students participate in Summer STEM Camp in 2018 for 4-5 JCC and 6-7 grade students Mt. Lake. In Summer 2020 Windom will add Grades 8-9 students. Each site will be open for students and require student participation that is economically and racially diverse. Camp will last approximately 8 days.

Grade levels to be served: Grades 3-11

Location of services: JCC, Mt. Lake and Windom

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Progress monitoring with STAR and FAST assessments (Windom), NWEA (Mt. Lake), NWEA (Jackson County Central).

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Using STEM Standards found in Project Lead the Way and Minnesota State Content standards we will work to improve Goal #2 in closing the achievement gap in math.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Decrease Achievement Gap % in Math MCA's for FRPL from 5.4 (2016 Data)	5.3	5.2	5.0
Decrease Achievement Gap % in Reading MCA's for FRPL from 7.4 (2016 Data)	7.0	6.0	5.0
Increase Cross district participation in academic focus area for minority and economically disadvantage students. 80% of students will have 100% attendance.	70%	75%	80%

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

RIS Plan Goals The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RIS Goal # 1 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 1.1: Click here to enter RIS Objective 1.1

RIS Objective 1.2: Click here to enter RIS Objective 1.2

RIS Objective 1.3: Click here to enter RIS Objective 1.3

RIS Goal # 2 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 2.1: Click here to enter RIS Objective 2.1

RIS Objective 2.2: Click here to enter RIS Objective 2.2

RIS Objective 2.3: Click here to enter RIS Objective 2.3

To add goals and objectives, copy and paste the text above.

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

RIS Intervention #: Name of intervention.

This intervention supports the following goal objective: Objective number.

Type of Intervention: Choose intervention type.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Enter narrative here.

Grade levels to be served: Grades

Location of services: Location

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Enter formative assessment.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			
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)). The three schools working together by aligning goals allows us to share resources (assessments), ideas, success and failures in meeting the needs of the student as needed. Also, it builds relationships between districts for transitioning students due to moves or open enrollment.

The Summer STEM program allows teachers to share in staff development, resources and strategies used in the summer that may be brought back to the classroom. Sharing or resources including equipment allows for expanded opportunities and exposure in summer and throughout the school year.