

Achievement and Integration Plan

July 1, 2019 to June 30, 2022

District ISD# and Name: ISD# 432 Mahnomen

Public School

District Integration Status: Racially Isolated District
(RI)

Superintendent:

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Email: jeff.bisek@mahnomen.k12.mn.us

Plan submitted by: Jeff Bisek

Title: Superintendent

Phone: 218-935-2211

Email: jeff.bisek@mahnomen.k12.mn.us

Racially Identifiable Schools within District: (NOT IDENTIFIED)

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. 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. ISD # 2215 Norman County East A - Adjoining | 3. ISD# 2311 Clearbrook-Gonvick RI - Racially Isolated |
| 2. ISD# 601 Fosston A - Adjoining | |
| 4. ISD# 162 Bagley A - Adjoining | 5. ISD# 38 Red Lake RI - Racially Isolated |

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: Jeff Bisek

Signature:

Date Signed: March 11, 2019

School Board Chair: Jim DeVries

Signature:

Date Signed: March 11, 2019

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 on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [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:

| | |
|----------------------------|---|
| Mahnomen Schools | Jeff Bisek, Amanda Okeson, Aimee Pederson (AIPC) |
| Norman County East Schools | Rob Nudell |
| Bagley Schools | Steve Cairns, Carol Vik (AIPC) |
| Clearbrook-Gonvick Schools | Jeff Burgess |
| Fosston Schools | Kevin Ricke, Angela Boushee, Katie Hedlund (AIPC) |
| Red Lake Schools | Mindy Crowley, Dustin Hinkley, |

Our collaboration council met twice in January 2019 and again in February 2019. We met to discuss integration strategies and decided to focus on middle-school Jr. High students. Setting goals to increase Social Emotional Learning and Leadership skills for students through a camp event which participants from each school will work and learn together. The achievement goals focus on increasing the Math and Science skills of students by providing STEAM opportunities during summer. Increasing summer programming was a recommendation that came from the Mahnomen Indian Education Parent Committee during their input meeting.

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: (Achievement) The percentage of students eligible for Free & Reduced Lunch in grades 4-6 at Mahnomen Elementary who are at grade level on the STAR Math Assessment will increase from 78% in 2019 to 87 % in 2022.

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

Goal type: Achievement Disparity

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).

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.

Intervention Strategy #1 Summer & After-School STEAM Camp

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:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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 & After-School STEAM Camp will serve students at Mahnomen Elementary through supplemental academic support by designing interactive STEAM classes that engage students in hands-on learning. Students will work with teachers in grade level appropriate units in a multitude of STEAM subjects. Grade level to be served: 4-6

Location of services: **Mahnomen Elementary School**

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.

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. | Target 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| Number of 4-6 Grade students eligible for FRPL attending Summer STEAM Camp. | 15 | 20 | 25 |
| Percentage of students eligible for Free & Reduced Lunch in grades 4-6 who are at grade level on the STAR Math Assessment. | 81% | 84% | 87% |
| Percent increase in the average comfort level on a Likert Scale of 5, self-reported by students in their perception of Math before and after STEAM Camp. | 2% | 3% | 4% |

Goal #2: (Achievement) The percentage of students eligible for Free & Reduced Lunch students at Mahnomen Secondary graduating in 2022 will increase from 31% in 2017 to 46% in 2022.

Aligns with WBWF area: All students graduate from high school.

Goal type: Achievement Disparity

Intervention Strategy #1 Success Coach for Mahnomen Secondary

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.

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.

Mahnomen Secondary will continue to develop and implement a comprehensive 4-year college and career readiness program. Students in Grades 7-12 will participate in Ramp-Up to Readiness and use MCIS as a tool to track progress. Identified at-risk students will meet with the Success Coach who will help them create their individual plan for successful completion of secondary graduation. The strength of the program will be the collaborative result between the student, parent and school.

Location of services: **Mahnomen Secondary School**

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.

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. | Target 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| Percentage of students eligible for Free & Reduced Lunch students at Mahnomen Secondary graduating. | 36% | 41% | 46% |
| Number of 10th Grade students eligible for FRPL reporting increased comfort in having a post-secondary education plan. | 50% | 55% | 60% |

Goal #3: (Integration) Given the opportunity to participate in integration activities with one or more partner school districts, selected Mahnomen students will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from and average comfort level of 4.5 out of 5 to an average comfort level of 4.8 out of 5, by the end of the of the 2021-2022 school year, as measured by a shared multidistrict collaborative survey utilizing a 5-point Likert scale.

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

Goal type: Integration

Strategies

Intervention Strategy #1 STAR 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:

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- 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.

STAR Program: Students Teaching Attitudes of Respect (STAR) Program which is designed to increase social and emotional skills of 6th grade students. Selected students from Mahnomen will partner with 50-55 students from the partner school districts. The selected Mahnomen students will mirror the demographics of the District. Students along with an adviser will come together for a multiday camp with STAR staff to learn leadership skills and ways of presenting social emotional topics to others. STAR schools are then provided a curriculum called Speak Your Peace to use back home in their home schools. The 2nd year a new cohort of 6th grade students will be added and the activities continue with the previous year's cohort and in the 3rd year another cohort will be added. Grade level to be served: Grade 6-8

Location of services: **Concordia Language Camp**

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.

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. | Target 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| Average comfort level on a Likert Scale of 5 self-reported by students in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse). | 4.5 | 4.7 | 4.8 |

Intervention Strategy #2 Summer Robotics Camp

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 Robotics Camp will serve students from both Mahnomen Elementary and Norman County East Elementary through supplemental instruction and by integrating students from each District. Students will work together as teams of 5-8 students comprised of representatives from each school.

Objective is to develop team working skills and STEM skills by building a Robotic and engaging students in hands-on learning. Grade level to be served: 5-8

Location of services: **Mahnomen Elementary School**

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.

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. | Target 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| Increase the number of FRPL students in Summer Robotics Camp | 10 | 15 | 20 |
| Average comfort level on a Likert Scale of 5 self-reported by students in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse). | 4.5 | 4.7 | 4.8 |

Goal #4: (Diverse Teachers) Increase student exposure to teachers of color. Mahnomen School District will increase the percentage of teachers of color from 3% in 2019 to 5% in 2022.

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

Goal type: Teacher Equity

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.

Intervention Strategy #1 The collaborative member Districts will send recruiters to the Minnesota Education Fair to recruit diverse and effective teachers to increase the number of teachers of color within the collaborative School Districts.

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.

Along with Partner School Districts attend the Minnesota Education Fair to recruit teachers of color apply for open teacher position within our schools. By working collaboratively with partnered districts we are able to share resources and potential teacher candidates. This allows partnered school to attend recruiting events outside the immediate geographical area and to increase the number of diverse teachers within the collaborative School Districts.

Location of services: **Minnesota Education Fair**

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.

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. | Target 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| Increase the number of applicants received from teachers of color. | 1 | 2 | 3 |
| Increase the percentage of teachers of color from 3% in 2019 to 5% in 2022. | 3% | 4% | 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)).

By conducting Achievement & Integration programming during summer months it can be paired with our current summer Targeted Services and Credit Recovery programs. This allows efficiencies in all summer programs by shared transportation, meals, and staffing. The summer STEAM & Robotics program is not duplicating existing services but providing an additional component that may help to recruit students and engage families in the other summer programs being offered through Targeted Services and Credit Recovery.
