



Achievement and Integration Plan Form

July 1, 2022, to June 30, 2023

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

District ISD# and Name: ISD#4 McGregor

Title of Person submitting Report: Carrie White

District Integration Status: Adjoining

Phone: 218 768-5163

Superintendent Name: Brad Johnson

Email: cwhite@isd4.org

Superintendent Phone Number: 218 768-5126

Superintendent Email: bjohnson@isd4.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. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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. Hinckley-Finlayson

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) Brad Johnson

Signature: _____ Date Signed: _____

School Board Chair (enter name) Heather Sorensen

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](#).

AIPAC Member Signature (if applicable): _____ Date Signed: _____

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: Sandra Korf, Robert Prat, Cheryl Meld, Dakota Boyd, Shauna Dalchow, Carrie White

Community Collaboration Council for Racially Identifiable School(s): _____

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.

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)).

Enter SMART Goal #1: Improve student achievement in math for all Native American students K-12 in math from 15.4% proficient in 2019 to 35.4% proficient by June 2025, and from 32.4% in 2019 to 52.4% for all students in grades 3-12 by 2025. Choose a WBWF goal area: Close the Achievement Gaps

Strategies:

1. Behavior Interventionist/ Dean

2. Professional Development for staff

3. Enrichment Programming

Choose the type of Goal:

☒ Achievement Disparity

☐ Integration

☐ Teacher Equity

Enter SMART Goal #2: Improve student achievement in reading for all Native American students K-12 from 48% proficient in 2019 to 60% proficient in 2022 and for all students in grades K-12 from 34% in 2019 to 54% in 2025.

Choose a WBWF goal area: Close the Achievement Gaps

Strategies:

1. Behavior Interventionist/ Dean

2. Professional Development for staff

3. Enrichment Programming

Choose the type of Goal:

☒ Achievement Disparity

☐ Integration

☐ Teacher Equity

Enter SMART Goal #3: Increase consistent attendance for Native American students in grades K-12 from 85.53% in 2021 to 90% by June 2023. Choose a WBWF goal area: Close the achievement gap

Strategies:

1. Behavior Interventionist/ Dean

2. Professional Development for staff

3.Enrichment Programming

Choose the type of Goal:

- ☐ Achievement Disparity
- ☒ Integration
- ☐ Teacher Equity

Enter SMART Goal #4: The percentage of American Indian students in McGregor Public Schools who are in classes taught by teachers with an advanced degree will increase from 29% in 2021-2022 to 40.0% in 2025. Choose a WBWF goal area: Close the achievement gap

Choose the type of Goal:

- ☐ Achievement Disparity
- ☐ Integration
- ☒ Teacher Equity

Strategies:

1.Behavior Interventionist/ Dean

2.Professional Development for staff

3.Enrichment Programming

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.

Strategy Name and # Enter: 1 Dean of Students

Choose the Type of Strategy: Innovative and integrated PreK-12 Learning Environments

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. Achievement and integration will continue to employ a Dean of Students to work directly with students and teachers in grades K-12. The Dean of Students will be responsible for attending training in and carrying out restorative practices throughout the building. The Dean will also work directly with the American Indian family liaison, students, parents, and teachers to ensure that communication is open and ongoing. This position will be responsible for coordinating mental health services that are offered at our school for those that are referred. Data tracking will be the responsibility of this position, which will be used to inform district goals and improvements throughout the year. The overall goal of this position is to create a proactive and positive supportive environment through ongoing relationship building, consistency, and communication from school to home so that students can succeed.

Enter location of services: School building K-12

Strategy Name and # Enter: 2. Academic and Cultural Professional Development for Staff

Choose the Type of Strategy: Equitable access to effective and more diverse teachers

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. In order to better meet academic goals, we are focusing staff training on academic areas that show the need for improvement from our local assessments. This training will happen at our school PLCs or through outside resources. Our behavior interventionist and staff will continue to be trained in practices that will guide behavior management in the building, supporting a positive school climate. Staff will attend trainings that focus on equity and the cultural needs of students, such as implicit bias training, as well as trainings to improve reading and math. We will continue to focus our efforts on closing the Gap for our American Indian students. Staff will attend relevant conferences, school PLCs and/or any other opportunities that support the cultural and educational needs of our American Indian students. Our goal is to provide additional tools and information to our employees to promote cultural awareness and an inclusive learning environment for all our students in grades K-12.

Enter location of services: Various Locations

Strategy Name and # Enter: 3. Enrichment Programs

Choose the Type of Strategy: Innovative and integrated PreK-12 Learning Environments

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:

X 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.

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

___ Option 4: Increases graduation rates.

X 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. Land Based classes are a collaborative environmental/recreation program between a racially isolated district and our adjoining district. Students will have the opportunity to participate in a variety of activities that focus on exploration of our natural environment, its benefits to health and wellbeing, stewardship and sustainability, and its importance in Indigenized approaches to education.

Activities will take place throughout the summer. Students will experience a variety of instructors who will facilitate hiking, phenology, foraging, fire-making and outdoor cooking, environmental stewardship, historical relevance, and life skills for remaining connected to nature.

Participants will contribute to the documentation of experiences and skill growth through creation of a display board and video for use by each participating school district. Participants will engage parents through invitation to a culminating family event offering a phenology hike and outdoor meal, showcasing newly acquired knowledge and skills.

Various Locations where activities will be held include, Army Corps of Engineers Recreation Center, McGregor, MN, St. Croix State Park, Rice Lake National Wildlife Refuge, and the Kettle River.

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.

Strategies:

1. Implement Behavior Interventionist/Dean to help students achieve success in the classroom and provide tools and strategies for staff.
2. Professional Development training for teachers and administrators.
3. Enrichment Programming
4. Family Liaison: Build positive relationships between families and staff

Key Indicators of Progress (KIP)

Strategy #1: Behavior Interventionist/Dean

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.	2021 Target	2022 Target	2023 Target
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.	42%	52%	62%
The percentage of students proficient on Math MCA's in grades 3-12 will increase from 30% in 2019 to 60% by the year 2023.	40%	50%	60%
The percentage of students proficient on Reading MCA's in grades 3-12 will increase from 44% in 2019 to 59% by the year 2023.	49%	54%	59%
The number of students receiving behavior referrals in grades K-6 as reported in JMC will decrease by 15% by 2023.	KIP 2021 178	KIP 2022 170	KIP 2023 161

Strategy #2: Professional Training for teachers and administrators

	2021 Target	2022 Target	2023 Target
Teacher perception data will show that at least 90% of teachers learned something to take back to the classroom.	80%	85%	90%
The percentage of all students in grades proficient on Math MCA's in grades 3-12 will increase from 30% in 2021 to 45% by the year 2023.	35%	40%	45%
The percentage of all students proficient on Reading MCA's in grades 3-12 will increase from 44% in 2021 to 59% by the year 2023.	49%	54%	59%
The percentage of American Indian students enrolled October 1, 2020 that are proficient on math MCAs in grades 3-12 will increase from 17% in 2020 to 32% 2023.	22%	27%	32%

	2021 Target	2022 Target	2023 Target
The percentage of American Indian students enrolled October 1, 2020 that are proficient on reading MCAs in grades 3-12 will increase from 22% in 2020 to 37% 2023.	27%	32%	37%
Percentage of licensed educators with advanced degrees will increase from 28% in 2021 to 32% in 2023.	28%	30%	32%

Strategy #3: Enrichment Programming

	2021 Target	2022 Target	2023 Target
The percentage of American Indian students attending enrichment programs will increase by 10% each year. 35% by 2023.	15%	25%	35%
The number of students in attendance from our partnering district will increase by 5% each year.	25%	30%	35%

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.

Remember to copy and paste the goal section when adding additional goals.

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.**

Achievement and Integration provides McGregor School with a Dean of Students. This position will create efficiencies by working directly with students, families and staff to improve student attendance and success in the classroom. This position eliminates duplicative programs in that the focus is on improving the overall wellbeing of our students by utilizing behavior interventions and helping to organize and refer families and students to the proper resources for support.

