



**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:** Canby ISD 891. District's Integration Status: Voluntary.

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**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:  
Collaborative name. **Yellow Medicine Integration Collaborative**

- |  |  |
|--|--|
| 1. 0891 - Canby - V Voluntary          | 6. 2890 - Renville County West<br>RI-Racially Isolated |
| 2. 0378 - Dawson-Boyd V -<br>Voluntary | 7. 2190 - Yellow Medicine East<br>A-Adjoining          |
| 3. 0403 - Ivanhoe - V-Voluntary        |  |
| 4. 2167 - Lakeview V-Voluntary         |  |
| 5. 0414 - Minneota V-Voluntary         |  |

**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](mailto: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: Ryan Nielsen

Signature:

Date Signed: 3/06/2017

School Board Chair: Greg Pederson

Signature:

Date Signed: 3/06/2017

**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**

**Multi-District Collaboration Council:**

YME:	Lisa Hansen, Ryan Luft, Dr. Rick Clark
Canby:	Ryan Nielsen
Dawson-Boyd:	Darla Swedzinski, Rebecca Mortenson
Lakeview:	Chris Fenske
Ivanhoe	Dan Deitte
Minneota	Dan Deitte
RCW	Michelle Mortensen
MRVED:	Karen Jacobson
YMIC Coordinator:	Robin Henderson
Minnesota West:	Laurel Christianson

**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)). [www.canbymn.org](http://www.canbymn.org) . Enter text here.

## Plan Goals:

**Integration GOAL # 1:** 90% of all students in Canby ISD 891 will attain career and post-secondary readiness by June 2020.

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

**Objective 1.1:** Provide collaborative opportunities for students from YMIC districts to learn about and experience college, building a committed bridge toward equal access for all students to experience post-secondary education.

**Objective 1.2:** Provide collaborative opportunities for students to experience living in a multicultural society that promotes an understanding of and acceptance of cultural and social differences.

## INTERVENTIONS

**Intervention #1** Career and College Visits

**This intervention supports the following goal objective: 1.1**

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

**Narrative description of the critical features of the intervention.**

Many of our students would be the first generation to attend a post-secondary institution. These students have not been on a college campus and do not have an understanding of what it takes to be successful in college. They do not have parents who are able to guide them in the college application process. Our collaborative has hired an Integration Coordinator who partners with post-secondary institutions to plan college visits, attend career fairs and business tours, 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.

Grade levels to be served: Grades K-12

Location of services: Varies

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): The collaborative uses a variety of assessments to inform the Integration Coordinator and the YMIC collaborative as they plan and evaluate the various college and career readiness activities. Among these assessments, are pre-, post-assessments, and surveys designed for each specific event.

**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.

Why Do You Need to be Ready for College and a Career?

- Higher education is essential to the livelihood of our future workforce and the competitiveness of Minnesota business.
- 61% of job openings in Minnesota between 2006 and 2016 will require some degree of education beyond high school.
- Of those occupations currently paying \$15.00 or more per hour, 67% of projected future job openings will require higher education.
- Being college and career ready requires having the reading, writing, math, and science skills needed to begin college-level work without having to take remedial classes in college that cost time and money and do not grant college-level credit.
- Preparing for college and work also means more than taking the right courses in middle and high school – it also means building and demonstrating an array of skills and behaviors that will show your professors and employers that you have what it takes to be successful on campus and on the job.
- The ability of Minnesota companies to compete in a global economy will depend upon the availability of such a highly trained workforce.

MN Dept. of Employment and Economic, Development 2006-16 Employment Projections and Occupational Employment Statistics (As cited in “The Road Map to College and Career Readiness for Minnesota Students”)

**Intervention #2 Career and College Planning and Exploration**  
**This intervention supports the following goal objective: 1.1**

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

**Narrative description of the critical features of the intervention.**

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 uses; March 2 Success for ACT Prep, Pre-ACT, Aspire, Accuplacer, Ram Up to Readiness, Family engagement for college and career readiness, success coaches, and grade level career counseling.

Grade levels to be served: Grades K-12

Location of services: Varies

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Scores from selected assessments are used to inform students about areas where they need additional educational support. Success coaches, teachers, and administration guide students in making appropriate educational decisions to strengthen their post-secondary readiness.

**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.

According to the ACT website, “The Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology. Based on a sample of 214 institutions and more than 230,000 students from across the United States, the Benchmarks are median course placement values for these institutions and as such represent a typical set of expectations.”

According to the Ramp Up to Readiness website, “The demographic groups that are growing fastest within our pre K–12 schools are those that have the least experience preparing for and making the transition to higher education: students of color and low- income students. Given that gap, those students and families will need enhanced and ongoing support from schools and community organizations.” (McMurry, Martha. *Population Notes: Minnesota Education Trends, 2000 to 2005*. Minnesota State Demographer. September 2006, OSD-06-122)

The vast majority of teenagers today aspire to obtain high-paying jobs and to attain high-levels of status within society as adults. One major study found that more than 90 percent of high school seniors expect to attend college and more than 70 percent expect to work in professional jobs. Those students often, however, do not understand what they need to do to reach those objectives (Schneider and Stevenson, 1999).

**Key Indicators of Progress (KIPS) (For both Intervention #1 and #2)**

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
The percent of students enrolling in a post-secondary institution. Data will be disaggregated by FRP/Not FRP.	90%	93%	95%
The percent of students enrolled in PSEO/College Now courses. Data will be disaggregated by FRP/Not FRP.	50%	55%	60%
The percent of students sending transcripts out to post-secondary institutions. Data will be disaggregated by two year/four year and FRP/Not FRP.	90%	93%	95%

**Intervention #3** Cross-district Integration Opportunities  
**This intervention supports the following goal objective: 1.2**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments**

*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.

**Participation:** All students are encouraged to attend these events. We will track participation according to race, ethnicity and FRP categories for all integration activities using the chart below.

	4 <sup>th</sup> Grade Career Day	Diary of Ann Frank	9 <sup>th</sup> MN West College Day	11 <sup>th</sup> SMSU College Day	10 <sup>th</sup> SMSU Career Expo	11 <sup>th</sup> SMSU Career Day	Art Day	Summer Integration Activity (Incentive Program)
American Indian/Alaska Native	0/0							
Asian	0/0							
Hispanic/Latino	0/0							
Black/African American	0/0							
White	0/0							
Two or More Races	0/0							
Native Hawaiian/Pacific Islander	0/0							

**Narrative description of the critical features of the intervention.**

Through collaborative opportunities, students will participate in learning activities that combine cultural education, social integration, and leadership. Students will have a better understanding and acceptance of cultural norms and differences. Students will create better relationships with teachers and students resulting in gaining strategies to overcome obstacles on their road to achieving their goals. (Ramp Up to Readiness)

Grade levels to be served: Grades K-12

Location of services: Varies

**Formative assessment(s) used to inform instructional decision-making (Minn. Stat. §**

124D.861 Subd. 2 (b): The collaborative uses a variety of assessments to inform the Integration Coordinator and the YMIC collaborative as they plan and evaluate the various cross-district integration opportunities. Among these assessments, are pre-, post-assessments, and surveys designed for each specific event.

**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. "Absolutely, cognitive skill and IQ make a big difference; vocabulary matters. But the scientists, the economists and neuroscientists and psychologists who I've been studying and writing about are really challenging the idea that IQ, that standardized test scores, that those are the most important things in a child's success. I think there's lots of evidence out there now that says that these other strengths, these character strengths, these noncognitive skills, are at least as important in a child's success and quite possibly more important."  
(How Children Succeed, Paul Tough)

**Key Indicators of Progress (KIPS) (For Intervention #3)**

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
The percentage of students eligible for each event scheduled that attend each cross-district activity listed above.			
American Indian/Alaska Native	80%	80%	80%
Asian	80%	80%	80%
Hispanic/Latino	80%	80%	80%
Black/African American	80%	80%	80%
White	80%	80%	80%
Two or More Races	80%	80%	80%
Native Hawaiian/Pacific Islander	80%	80%	80%
Free and Reduced Population	80%	80%	80%
Number of students indicating a greater understanding and acceptance of cultural norms and differences.			
American Indian/Alaska Native	80%	85%	90%
Asian	80%	85%	90%
Hispanic/Latino	80%	85%	90%
Black/African American	80%	85%	90%
White	80%	85%	90%
Two or More Races	80%	85%	90%
Native Hawaiian/Pacific Islander	80%	85%	90%
Free and Reduced Population	80%	85%	90%

**Achievement GOAL # 2:** The Achievement Gap between FRP and Non-FRP students will decrease by 1.5% in each of the next three years by increasing the proficiency of the FRP students by 1.5% each year while maintaining or increasing the proficiency of non-FRP students as measured by the MCAs.

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

**Objective 2.1:** Reduce the achievement gap in math by providing academic assistance and support to our students.

**Objective 2.2:** Reduce the achievement gap in reading by providing academic assistance and support to our students.

**Intervention #1** Family Engagement / Success Coach

**This intervention supports the following goal objective: 2.1, 2:2**

**Type of Intervention:** *Utilize an academic intervention specialist/school social worker who will work directly with students and their families when the student has poor attendance, academic deficiencies, and or the risk of not graduating. This specialist will serve as a link between school and home.*

### **Integrated Learning Environments**

*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.**

Open communication between the school and the home through the use of phone calls, emails, face-to-face conversations, as well as home visits when necessary.

Monitoring of students' attendance, homework, and grades on an ongoing basis.

Promotion of parental involvement at "Open House" events and parent/teacher conferences and other school functions.

Coordination of out-of-school youth activities to promote student involvement, especially with those students who are not actively involved in other co-curricular activities.

Grade levels to be served: Grades 6-12

Location of services: Varies



**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): The reduction of the achievement gap is measured by the results of the MCA assessment and MMR achievement gap reduction score.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): “school social worker is the constellation of teacher, parent, and child. The social worker must be able to relate to and work with all aspects of the child’s situation, but the basic skill underlying all of this is assessment, a systematic way of understanding and communicating what is happening and what is possible. Building on assessment, the social worker develops a plan to assist the total constellation between teacher and students in the classroom, parents, and other, to work together to support the child in successfully completing the developmental steps that lie ahead.” (School Social Worker, Robert Constable, Loyola University, Chicago) “Absolutely, cognitive skill and IQ make a big difference; vocabulary matters. But the scientists, the economists and neuroscientists and psychologists who I’ve been studying and writing about are really challenging the idea that IQ, that standardized test scores, that those are the most important things in a child’s success. I think there’s lots of evidence out there now that says that these other strengths, these character strengths, these noncognitive skills, are at least as important in a child’s success and quite possibly more important.” (How Children Succeed, Paul Tough)

**Intervention #2 Supplemental Math and Reading Software**  
**This intervention supports the following goal objective: 2.1**

**Type of Intervention:** *Provide students with the Accelerated Reader and Accelerated Math programs to supplement the classroom instruction. These programs align with our WBWF plan and provide additional resources for the state wide goal that all students can read at grade level by third grade.*

### **Integrated Learning Environments**

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

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

- X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- X Increases graduation rates.

### **Narrative description of the critical features of the intervention.**

Provide students with a program that will help them improve and broaden both their reading and math skills.

These programs can be accessed at both home and school. Parents and students can work together to help build math and reading skills.

In addition to these programs the elementary school is implementing the STAR Assessment to provide another formative assessment to help us monitor the progress of our students learning.

Grade levels to be served: Grades K-6 Math  
 Grades K-12 Reading

Location of services: High School and  
 Elementary

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): The reduction of the achievement gap is measured by the results of the MCA assessment.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): “Accelerated Math provides efficient progress monitoring and management of students’ personalized daily math practice for grades K-12 within formative assessment process. Accelerated math can be used successfully as the essential student practice component of existing classroom mathematics curricula (Ysseldyke & Betts, 2010; Ysseldyke & Bolt, 2007) supplying libraries of math problems from kindergarten math to calculus, algebra, geometry, and probability and statistics, as well as libraries aligned to various state standards, national guidelines, and textbook series. For more information on the research behind all the Renaissance programs please refer to the white pages located on this website. <https://www.renaissance.com/Resources/Research/> These programs have been researched in depth and have proven to be an effective intervention for all students.

**Key Indicators of Progress (KIPS) (For Intervention #1 and #2)**

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
The district will reduce the achievement gap each year in math for a total of 3% over three years.	1.0%	1.0%	1.0%
American Indian/Alaska Native			
Asian			
Hispanic/Latino			
Black/African American			
White			
Two or More Races			
Native Hawaiian/Pacific Islander			
Free and Reduced Population			

**B. GAP DECREASE: MATH**

Name of District	Baseline data	Year 1 2018	Year 2 2019	Year 3 2020	Total Gap Decrease
<b>CANBY ISD 891</b>					
<i>Free and Reduced</i>	10.2%				

**B. GAP DECREASE: READING**

Name of District	Baseline data	Year 1 2018	Year 2 2019	Year 3 2020	Total Gap Decrease
<b>CANBY ISD 891</b>					
<i>Free and Reduced</i>	21.9%				

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
The district will reduce the achievement gap each year in reading for a total of 3% over three years.	1.0%	1.0%	1.0%
American Indian/Alaska Native			
Asian			
Hispanic/Latino			
Black/African American			
White			
Two or More Races			
Native Hawaiian/Pacific Islander			
Free and Reduced Population			

*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)). All YMIC initiatives planned for 2017-2020 are a continuation of past 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 plans activities and events for all seven YMIC member districts. We continue to work together to create more collaborative opportunities. We provide a summer program for the majority of our school districts that integrates staff, curriculum and students.