

Minnesota Department of
Education

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: Round Lake-Brewster ISD 2907 District's Integration Status: Racially Isolated District (RI)

Superintendent: Ray Hassing
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Plan submitted by: Soom Chandaswang
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. n/a

2.

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:
Nobles County Integration Collaborative.

- | | |
|---|---|
| 1. Worthington ISD 518 RI -
Racially Isolated | 3. Ellsworth ISD 514 A -
Adjoining |
| 2. Adrian ISD 511 A - Adjoining | 4. Fulda ISD 505 A - Adjoining |
| 5. Heron Lake-Okabena ISD
330 A - Adjoining | 6. Round-Lake Brewster ISD
505 RI - Racially Isolated |

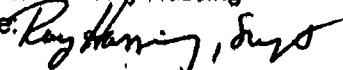
Submitting This Plan

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: Ray Hassing

Signature: 

Date Signed: Enter date. 2-15-17

School Board Chair: Jerry Luinenburg

Signature: 

Date Signed: Enter date. 2-15-17

COVERSHEET

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: Laketya Swinea, Chair; Ray Hassing, Vice-chair; Chelsea Wintz, Secretary; Paul Bang, Scott Barber, Tim Christensen, Rhonda Groen, Robyn Bickner, Sharon Johnson, Jorge Lopez, Owar Ojulu, Luther Onken, Jerry Perkins, Jay Vargas, Trevor Wintz, John Willey, Roger Graff, May Lary Htoo Apolo, Leticia Rodriguez, Jason Appel.

Nobles County Integration Collaborative also has a Joint Powers Board that participated in the planning process. Joint Powers Board members are: Luther Onken, Chair, Stan Kramer, Diane Larson, Vice-Chair; Jorge Lopez, Stephen Schnieder, Lakeyta Swinea, Jeanie Rasche, Secretary; Rhonda Groen, and Lindsay Jenniges.

The community planning process used to prepare this Achievement and Integration Plan started in September of 2015. Nobles County Integration Collaborative worked with the Minnesota Education Equity Partnership to gather data on integration and student achievement in its member districts. The data was shared with community members at an Education Equity Summit on Saturday, November 7, 2015. Following the summit, several participants volunteered to assist with additional needs assessment projects and action planning steps, which were conducted throughout 2016. Additionally, NCIC staff members attended MDE's AI Plan guidance session in October 2016 and followed-up with the recommended needs assessment, data analysis and plan completion. The result is this 3-year Achievement and Integration Plan for fiscal years 2018-2020.

Community Collaboration Council for the RIS: n/a

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://www.rlb.mntm.org/>

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: By 2020, the percentage of 3rd grade students, in free and reduced lunch subgroup, who are proficient in reading according to MCA results, will increase by 6%.

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

Objective 1.1: To provide academic support to elementary students through interventionist.

Objective 1.2: To provide Parent/Family Involvement classes designed to help parents and the school system and how to effectively support their children and advocate for them with the school system.

Objective 1.3: To build positive relationships with families through culturally responsive practices and communication, including home visits.

Objective 1.4: To provide academic support to elementary students through out of school time and/or summer programs.

GOAL # 2: By 2020, 75% of teachers will report increased understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close achievement gaps.

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

Objective 2.1: To provide professional development trainings about factors that contribute to achievement gaps and strategies to narrow academic achievement gaps including culturally responsive practices. To increase teachers' use of strategies designed to close achievement gaps.

GOAL #3: By 2020, on a district administered survey, the percentage of students in grades 4, 5, and 7 who report improved school climate will increase from 60% to 70%.

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

Objective 3.1: To engage students in grades 4, 5, and 7 in integrated learning experiences, through grade-level partnerships, which focus on character development and improved school climate.

Objective 3.2: Our district chooses not to participate.

GOAL # 4: To review local data and best practice research to determine what changes in district policy and practice are needed to improve equity and/or narrow achievement gaps. By 2020, the percentage of racially/ethnically diverse teachers will increase from 4% to 8% and 15 % of district personnel will be racially/ethnically diverse.

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

Objective 4.1: To study ways to close racial and economic achievement gaps and make recommendations to school administrators or school boards regarding equity and changes to practice or policy that could narrow achievement gaps, including strategies to recruit and retain diverse teachers and staff.

GOAL # 5: Worthington AI Plan only.

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).

Intervention # 1 Interventionists

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

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. An Interventionist will work with students in need of additional interventions to master grade-level skills. Referrals to the Interventionist will be based on data review and teacher referral.

Grade levels to be served: 1-8

Location of services: Elementary School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Teachers will implement interventions in the classroom prior to referral to the Interventionist. Teachers will review multiple sources of data including grades, attendance, and grade-level assessments. Interventionist referrals will be based on teacher referral and data review.

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. Reardon, S. (2013). *The Widening Income Achievement Gap*. Educational Leadership. Volume 70, Number 8 Faces of Poverty Pages 10-16. And Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

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
The percent of 3rd grade students, in the free & reduced price lunch subgroup, who meet or exceed proficiency level on the Minnesota Comprehensive Assessment in reading will increase by 6% from the existing proficiency level.	46%	48%	50%

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

Intervention #2 Parent/Family Involvement Classes

Objective this intervention supports: **1.2**

Type of Intervention: Family engagement initiatives to increase student achievement.

Integrated Learning Environments 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. Parent/Family Involvement classes designed to help parents understand the school system and how to effectively support their children and advocate for them.

Grade levels to be served: K-8

Location of services: Round Lake-Brewster School

Formative assessment(s) used to inform instructional decision-making: Pre and post evaluations.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Harvard Family Research Project. (2015). Promoting Educational Equity Through Family Engagement: The King Legacy. Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/promoting-educational-equity-through-family-engagement-the-king-legacy>

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
Increase the number of parents/caregivers from diverse backgrounds who participate in at least 5 family engagement classes with coordinator.	5	10	15
Increase the number of parents/caregivers from diverse backgrounds who participate in at least 1-4 family engagement classes.	10	15	20

Intervention #3 Parent Contact/Home Visits

Objective this intervention supports: 1.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Integrated Learning Environments 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. Home Visits will be made by NCIC staff to out-of-school time cohort students' families and on some occasions with a licensed teacher to homes of students struggling academically.

Grade levels to be served: K-8

Location of services: Round Lake Brewster/Homes

Formative assessment(s) used to inform instructional decision-making: Completion of home visit questionnaire and post-home visit survey.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Lin, M. & A. Bates. (2010). Home visits: how do they affect teachers' beliefs about teaching and diversity? *Early Childhood Educational Journal*, 38(3), pp. 179-185.

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
The number of home visits to families to improve communication or cultural responsiveness. (at least 4 per year)	4	8	12

Intervention # 4 Out Of School Time (OST)/Summer Programs

This intervention supports the following goal objective: 1.4

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. Programs will be facilitated by licensed teachers to improve student engagement and academic skills. Out-of-School-Time programs will utilize the 5 Promises to America’s Youth as a framework. Students will be taught how to: set goals, use critical thinking skills to solve problems, seek help when needed, and use their own talents and skills to accomplish positive outcomes.

Grade levels to be served: 3-8

Location of services: RLB School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): STAR reading assessment, Teacher observation, Student post-survey

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. Afterschool Alliance (2014) Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices. Washington, D.C., Retrieved from:

[http://afterschoolalliance.org/documents/Deeper Dive into Afterschool.pdf](http://afterschoolalliance.org/documents/Deeper_Dive_into_Afterschool.pdf).

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
OST participant’s reading level increases according to STAR assessment.	60%	65%	70%
According to post-surveys, at least 80% OST participants will agree or strongly agree with the statement: “I can read better than when I started this program.”	70%	75%	80%
According to post-surveys, at least 75% of OST participants will agree or strongly agree with the statement, “I feel more confident expressing my thoughts and ideas than when I started this program.”	65%	70%	75%

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

Intervention # 5 Professional Development Trainings

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

Type of Intervention: Professional development opportunities focused on academic achievement of all students.

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. Professional Development Trainings will be provided for licensed staff to increase cultural awareness and understanding of culturally responsive instruction practices.

Grade levels to be served: PK-8/Staff

Location of services: NCIC member schools

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. Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teachers College Press.

Alvarez de Villa, S., et al.(2016). *Falling Behind: Understanding the Educational Disparities Faced by Immigrant Latino Students in the U.S.* eReview. Regents of the University of Minnesota.

<http://www.extension.umn.edu/family/cyfc/our-programs/ereview/docs/april-2016-ereview.pdf>

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
Based on the Minnesota Student Survey or local survey, the percentage of students who respond agree or strongly agree will increase on the following statement. "Most teachers at my school are interested in me as a person".	75%	78%	80%
By 2020, 75% of staff will report on post-training surveys, increased knowledge and understanding of factors that contribute to achievement gaps.	65%	70%	75%
By 2020, 70% of staff will report on a surveys that they have implemented at least two new strategies to close achievement gaps based on professional development trainings and list them on the survey.	50%	60%	70%

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

Intervention # 6 Grade-level Partnerships

Objective the intervention supports: 3.1

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 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. Students experience multi-district racially/culturally integrated learning experiences through grade-level partnerships. All six member districts participate. Students from all member districts will meet together in integrated small group. 4th grade will focus on cultural awareness through Pen Pal writing and gathering. 5th grade will meet together to learn about the virtue of kindness and learn how to deal with bullying. 7th grade will meet together to learn about the virtue of courage and to develop leadership skills.

Grade levels to be served: 4, 5, 7

Location of services: Community-based site

Formative assessment(s) used to inform instructional decision-making: Participant Survey

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Black, D. (2014). *Why Integration Matters in Schools*. Education Week. Retrieved from: http://www.edweek.org/ew/articles/2014/05/14/31black_ep.h33.html?qs=why+integration+matters+i+n+schools+

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
On the 4th-grade post-event survey, the percent of grade-level participants who agree or strongly agree will increase from current level to 70%. "Students at my school include students who are different from themselves."	65%	68%	70%
On the 5th grade post-event survey, the percent of grade-level participants who agree or strongly agree will increase from current level to 70%. "Students at my school include students who are different from themselves."	65%	68%	70%
On the 7 th grade post-event survey the percent of participants who agree or strongly agree will increase to 70%, "Since the retreat, bullying is less of a problem at my school."	65%	68%	70%

Intervention #7 NCIC Equity Council

Objective the intervention supports: **4.1**

Type of Intervention: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Integrated Learning Environments 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. Equity Council will assist member districts with development of new recruitment and retention strategies for racially/ethnically diverse teachers and staff. The Council will review research and recommend culturally responsive policies and practices to administrators/school board members.

Grade levels to be served: PK-8

Location of services: NCIC Office

Formative assessment(s) used to inform instructional decision-making: Meeting minutes, data review, and new hire information

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Gogins, K. & Olson-Skog, P. (2015). *Rigorous academics is not enough to close the achievement gap*. MSBA Journal, July/August, pp. 24 – 27.

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
By 2020, 15% of regularly scheduled district personnel will be racially/ethnically diverse.	8%	12%	15%
By 2020, 8% of licensed teachers will be racially/ethnically diverse.	6%	7%	8%
By 2020, school board will hear recommendations on culturally responsive policies or practices based upon equity recommendations made by the NCIC equity council.	Discussion	Discussion	Action

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 collaborating with adjacent school districts, the members of Nobles County Integration Collaborative make efforts maximize impact and reduce duplication of effort. Now that the focus is on academics more than on integration, more of the programs will be offered independently in each district, rather than jointly for the region. This will probably increase participation in voluntary activities because the activities will be

offered locally, however, it will reduce the amount of intercultural learning experiences for students in the districts that have fewer racially/ethnically diverse students.