

Achievement and Integration Plan July 1, 2020 to June 30, 2023

District ISD# and Name: 2448 Martin County West

District Integration Status: Adjoining District (A)

Superintendent: Allison Schmidt

Phone: 507 764-2330

Email: aschmidt@mcwmavericks.org

Plan submitted by: Allison Schmidt

Title: Superintendent

Phone: 507 764-2330

Email: aschmidt@mcwmavericks.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. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. 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: **Butterfield**.

1. **836 Butterfield** RI - Racially Isolated
2. **81 Comfrey** A - Adjoining
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

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: Allison Schmidt

Signature:

Date Signed: 2/19/2020

School Board Chair: Steve Olson

Signature:

Date Signed: 2/19/2020

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](#).

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: Butterfield-Odin School-Tammi Samuelson, Tyson Walker, Steven Thomas, Rena Chantharek, Arely Anaya, Emily Kern and Lucille Ammann. Comfrey School-Kirsten Hutchison, Nathan Hesse, Kelli Jensen, Jill Veerkamp. Martin County West- Allison Schmidt, Michelle Baker. Each district held its own community planning meetings to gather input from multiple perspectives to assist in planning and data collection. Key discussion in our home district centered on improving strategies to address our plan to improve student achievement and increasing teacher equity. Next, delegates from each community met to assess data and design smart goals, and strategies, taking care to avoid duplicative programming. Members will continue to work in cooperation to implement and monitor plan activities.

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

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 Goal #1, Strategy, and KIP

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: Martin County West Schools will increase the proficiency of the Free/Reduced Price Lunch (FRPL) eligible students as follows: grades 3-6 Reading proficiency will increase from 40.9% in 2019 to 68% in 2023 as measured by the MCA Reading; and grades 7-8 Math proficiency will increase from 42.6% in 2019 to 55% in 2023 as measured by the MCA Math.

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

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

Strategy Name and # After School Tutoring 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:

- 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.

All students in grades 3-12, with an emphasis on the FRPL eligible students, will have an opportunity to participate in after school academic support and enrichment programming. Programming will be offered two days per week and will be provided by licensed teachers and supported by paraprofessionals. The program in grades 3-6 (EMPOWER) is designed to help students increase their reading skills and work completion. The students will work on standards based reading skills and study skills to help with assignment completion and organization. They will also spend time working on individualized lesson on Moby Max to develop weaker skill areas. The focus of the programming in grades 7-12 (STRIVE) will be increasing student achievement in math. Students will receive academic support designed to assist in assignment completion and targeted support on math standards based on individual performance in these courses, test data, and/or progress data from ALEKS. Students attending will also receive support in study skills necessary to develop success in all academic areas. Transportation will be available for students attending the after school program.

Location of services: School sites where students attend

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 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%
Increase proficiency of FRPL students in grades 3-6 on Reading MCA	50%	60%	68%

Increase proficiency of FRPL students in grades 7-8 on Math MCA	45%	50%	55%
Enter KIP.			

Achievement and Integration Goal #2, Strategies and KIP

Goal #2: Martin County West students in grades 7-12 will increase college and career readiness as measured by annual updates to the required Personal Learning Plan

Aligns with WBWF area: All students are ready for career and college.

Goal type: Integration

Strategy Name and # Cross-District Summer School

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 checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input checked="" type="checkbox"/> Provides school enrollment choices. | <input checked="" 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.

THIS IS AN INCENTIVE PROGRAM. The inter-district Academic Summer Program will be held at Martin County West Schools. Junior and senior high school students from Butterfield and Comfrey will be invited to attend. The junior high achievement program for grades 7-8 will increase achievement in Reading/Language Arts and Math through standards-based instruction for students at risk of not graduating on time. This program will include a total of 24 student contact hours for grades 7-8. Students in grades 9-12 will be able to attend a credit recovery program in Reading/Language Arts and Math. The grades 9-12 program will include 105 hours. The ALEKS math program will be used to target skills in need of development to improve proficiency for students attending the summer programs in grades 7-8 and 9-12. Staff members from the Integration Collaborative will plan and implement these programs for grades 7-12. Transportation will be provided by the resident district.

Location of services: Martin County West Junior/Senior High School

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 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%
90% of junior high students enrolled in summer school will satisfactorily meet required standards necessary for course completion.	90%	90%	90%
100% of high school students enrolled in credit recovery summer school will earn credit.	100%	100%	100%
Enter KIP.			

Strategy Name and # College and Career Exposure Activities

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:

- | | |
|--|---|
| <input 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.

These activities, in cooperation with partner districts, are intended to provide opportunities for students in grades 10-12 to experience college and career environments as a catalyst for goal-setting and increased high school graduation rates as an impetus for pursuing postsecondary education. The sophomores attend an area career and job fair (ACE Day) to learn about different aspects to secure a job and maintain a career and to be exposed to regional career opportunities. The juniors attend a college fair that is represented by more than 70 post-secondary institutions. The seniors work with a College and Career Readiness Facilitator to assist them/their family in applying for college admission and providing college/career guidance.

Location of services: MCW Jr/Sr High and various off-campus locations

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 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%
100% of students attending the Career Exploration Day will update the legislatively mandated Personal Learning Plan in their advisory group at MCW Sr High School.	100%	100%	100%
100% of students attending the College Exploration Day will update their legislatively mandated Personal Learning Plan in the required Careers course at MCW Sr High School.	100%	100%	100%
100% of graduating seniors will meet with the College and Career Readiness Facilitator prior to the start of their senior year.	100%	100%	100%

Achievement and Integration Goal #3, Strategy and KIP

Goal #3: Martin County West Schools will develop and expand school-based teacher preparation pathways from having 0 students interested in the new Introduction to Education CIS course in 2020 to having 15 students interested in the Introduction to Education CIS course in 2023 and being able to offer the class (12 students registered) by the second year of this plan.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Teacher Equity

Strategy Name and # Teacher Preparation Pathway

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

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.

One of the Martin County West teachers recently became certified to teach a CIS year-long course for Introduction to Education and Child Development. The intent of this goal is to build interest in the 11th and 12th grade students to register for this course. Building interest in this course will occur in multiple forms including: information presentation in required the Careers course, recruiting students, registration talks, individual advising, student meetings, and a parent informational meeting.

Location of services: Martin County West Jr/Sr High

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 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%
The number of students who register for the Introduction to Education and Child Development CIS courses will increase from 0 to a minimum of 12 students to be able to offer the course in Year 2 of this plan.	5	12	15

Enter KIP.			
Enter KIP.			

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)). Partner schools meet and collaborate regularly to avoid duplicity. Programming is planned to benefit all students and we take turns hosting and planning events. Every effort is made to create efficiencies in programming, including transportation, program location and relevancy to goals and objectives. One example is offering summer school at one site to avoid duplications

Blank Strategies and KIP templates are below

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 a name and unique number for this strategy.

Type of Strategy: Choose the type of strategy.

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 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.

Add narrative.

Location of services: Enter location.

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.

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 2021	Target 2022	Target 2023
<i>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.</i>	42%	52%	62%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

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.