

**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:** 745 - Albany Area Schools District's Integration Status:  
Collaborating District

Superintendent: Greg Johnson  
Phone: 320-845-2171 ext 5050  
E-mail: [gregjohnson@district745.org](mailto:gregjohnson@district745.org)

Plan submitted by: Ann Schultz  
Title: Albany Elementary Principal  
Phone: 320-845-5207  
E-mail: [aschultz@district745.org](mailto:aschultz@district745.org)

**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.

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

**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:  
Lake Wobegon Integration Collaborative

1. Melrose Area Schools, RIS
2. Paynesville, Collaborating District
3. Sauk Centre, Collaborating District
4. BBE, Collaborating District
5. Long Prairie School District, Collaborating District
6. Osakis, Collaborating District
7. Albany Area Schools, Collaborating District

**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: Greg Johnson  
Signature:

Date Signed:

School Board Chair: Don Winkels

Signature:

Date Signed:

**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: Lake Wobegon Collaborative

Community Collaboration Council for the RIS: Ann Schultz (Albany), Lorie Floura (Paynesville), David Oehrlein (Paynesville), Dawn Knoll (Paynesville), Darwin Johnson (Osakis), Joe Broderick (Osakis), Greg Johnson (Albany), Jon Kringen (LPGE), Pat Westby (Sauk Centre), Linda Guinn (Sauk Centre), Laura Spanier (BBE), Amanda Tegels (BBE), Matt Bullard (BBE), Robert Huot (Paynesville), Tom Rich (Melrose), Wendy Barutt (Melrose).

Planning process...The MDCC met on November 3, 2016 and February 8, 2017. Ideas were given on how to get our students together more through cross district collaboration. It was discussed that each district comes up with something for each district to share with the collaborative.

**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. Enter text here. <http://www.albany.k12.mn.us/>

**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:** Eighty percent of students in grades 1-10 will show a student growth percentile between 35-60 on the STAR 360 assessment and students in grades 3-11 who receive free or reduced priced lunch scoring proficient on the MCA III Reading Test will increase from 51.3% in 2017 to 54.3% in 2018.

**Aligns with WBWF area:** Achievement Gap Closure

**Objective 1.1:** Starting in the 2017-18 school year general and Special education teachers will collaboratively develop differentiated instructional plans to meet the needs of all learners.

**Objective 1.2:** Data driven decision making will be used to place students in grades K-8 in specific researched-based reading interventions.

**GOAL # 2:** To better prepare high school students for future college and/or career paths we will lead them through a series of experiences meant to increase awareness of plausible options and discover an optimal plan for their future.

**Aligns with WBWF area:** Career and College Readiness

**Objective 2.1:** Starting in the 2017-18 school year the Albany High School will develop career exploration opportunities for all students in grades 11-12 in collaboration with community members and neighboring school districts.

**Objective 2.2:** Starting in the 2017-18 school year, Albany Area Schools will host informational presentations on life skills to prepare students for real-world success.

**Objective 2.3:** Avon and Albany Elementary schools will host parent events that might include Math, Reading, Technology Night; One District One Book; Bike Rodeo; Media Literacy; and Special Persons' Day.

## 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).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

**Intervention # 1** Reading Intervention

**This intervention supports the following goal objective:** 1.2

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

**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.**

Reading proficiency will increase due to the interventions that will be delivered with fidelity. All teachers will be trained in the interventions used and will be observed by administrators. Progress monitoring results will be used to determine effectiveness of the interventions.

Grade levels to be served: K-8

Location of services: Albany Elementary, Avon Elementary, Albany Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): AIMSweb/FAST will be used to monitor student progress at the elementary level. Read 180 and/or STAR 360 will be used to monitor students in grades 6-8.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): The following research-based interventions are a part of our continuum of services: LLI, Reading Wonders/Wonder Works, Soar to Success, Early Success, Read 180.

**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 |
|--|-------------|-------------|-------------|
| MCA III scores in Reading  | 54.3%       | 57.3%       | 60.3%       |
| STAR 360 scores in Reading (Student Growth Percentile)   | 35-60       | 35-60       | 35-60       |
|  |             |             |             |

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

**Intervention # 2 Career Fair**

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

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

**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.**

Career exploration opportunities will be planned for students in grades 11-12. Community members and speakers will be brought in to share career information with students. Students from Melrose Area School, District 740, the adjoining racially isolated district, will be invited to attend this event.

Grade levels to be served: 11-12

Location of services: Albany High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Pre and post survey of the event

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Students will develop a base knowledge through the Minnesota Career Information System (MCIS) prior to the career exploration opportunity.

**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 pre/post survey, percentage of students satisfied with event.   | 65%         | 68%         | 71%         |
|  |             |             |             |
|  |             |             |             |

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

**Intervention # 3** Elementary parent events

**This intervention supports the following goal objective:** 2.3

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

**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.**

Parents will be invited to a variety of activities designed to enhance knowledge of students' educational experience and create connections. These activities as referenced in Objective 2.3 might include: Math, Reading, Technology Night; One District One Book; Bike Rodeo; Media Literacy; and Special Persons' Day.

Grade levels to be served: K-5

Location of services: Albany and  
Avon  
Elementary Schools

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Parent survey and anecdotal evidence

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Parent surveys allow us to receive direct feedback regarding the events planned.

***Key Indicators of Progress (KIPS)***

|  | <b>Target<br/>2018</b> | <b>Target<br/>2019</b> | <b>Target<br/>2020</b> |
|--|------------------------|------------------------|------------------------|
| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. |                        |                        |                        |
| Based on parent survey, percentage of parents satisfied with events.   | 70%                    | 73%                    | 76%                    |
|  |                        |                        |                        |
|  |                        |                        |                        |

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