



Achievement and Integration Plan July 1, 2019 to June 30, 2022

District ISD# and Name: ISD 77 Mankato Area Public Schools (MAPS)
District Integration Status: Racially Isolated
Superintendent: Paul Peterson, Ed.D.
Phone: 507-387-1868
Email: ppeter1@isd77.org

Plan submitted by: Jessica O'Brien
Title: Achievement and Integration Coordinator
Phone: 507-207-4258
Email: jobrie2@isd77.org

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.

- 1.) ISD 508 St. Peter Schools (RI)
- 2.) ISD 2835 Janesville-Waldorf-Pemberton (A)

School Board Approval

X 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).

X 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: **Sheri L. Allen, Ed.D.**

Signature: *Sheri L. Allen*

Date Signed: February 19th, 2019

School Board Chair: **Darren Wacker**

Signature: *Darren Wacker*

Date Signed: February 19th, 2019

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.

Multidistrict Collaboration Council:

ISD 77 - Mankato Area Public Schools

Jessica O'Brien, Achievement and Integration Coordinator
Jeff Dahline, Principal, East High School
Sherri Blazing, Principal, West High School
Brian Hanson, Principal, Central High School
Tania Lyon, Academic Standards and Talent Development Coordinator

ISD 508 - St. Peter Public Schools

Annette Engeldinger, Principal, St. Peter High School
Jennifer Moldanado, 5-12 Instructional Coach

ISD 2835 - Janesville-Waldorf-Pemberton Public Schools

Grant Hanson, Principal, JWP High School Principal

Community Collaboration Partners:

- 1.) Achievement and Integration Advisory Committee (14 parents, district staff)** - includes two members of the American Indian Education Parent Advisory Committee, co-facilitated with the Greater Mankato Diversity Council
- 2.) World's Best Workforce Committee:** **STUDENTS:** Jaxon Milow (East HS), Kendall Grund, (West HS); **PARENTS:** Jen Jacob (Bridges Elem); Amanda Sutherland (Eagle Lake Elem), Lynn Schreiner (Dakota Meadows MS), Heidi Burns (East HS), Christine Shortall (Franklin Elem), Sang Vo (Jefferson Elem), Rebecca Konz (Kennedy Elem), Misty Hendricks (Monroe Elem), Kate Hansen (Prairie Winds MS), Amy Phares (Roosevelt Elem), Rachel Rautenberg (Rosa Parks Elem), Michael Muchiri (Washington Elem), Jodi Whitney (West HS), Mohamed Ibrahim (Parent Rep); **COMMUNITY PARTNER:** Megan Huetmaker (Director for The Center for American Indian Affairs); **MAPS STAFF:** Matt Malay (Elementary Teacher), Mary Jo Brindley (Secondary Teacher), Jason Grovom (Elementary Principal), Michael Elston (HS Assistant Principal), Jocelyn Desutter (Title and EL), Tania Lyon (Talent Development), Kim Mueller (Career and College Readiness), Sam Steinman (Special Education), Travis Olson (Director of Teaching and Learning), Jessica O'Brien (Achievement and Integration)

District A&I Leadership Team:

Katie Gag (Early Learning), Jocie DeSutter (Title and EL), Sarah Morrison (Professional Development), Katie Rotvold (Mentor Coach), Michelle Kruize (Elementary Principal), Monde Schwartz (MS Principal), Mike Elston (HS Assistant Principal), Jessica O'Brien (Achievement & Integration), Travis Olson (Director of Teaching and Learning), John Lustig (Director of Administrative Services)

MAPS Achievement and Integration Plan Goals

Goal #1: Enrollment in Preschool

The percent of students of color and those who qualify for Free-Reduced Price Lunch (FRPL) enrolled in a Parent Aware program will increase from 50.7% to 55.7% by the end of the 2021-2022 school year with the intent of decreasing racial and economic enrollment disparities.

Aligns with WBWF area: All children are ready for school.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding categories of gender, disability, and English Learners.

STRATEGIES

Strategy #1

Strategy Name and #: Pre-K Student Identification and Enrollment 1.0

Type of Strategy: Innovative and integrated pre-K 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:

- | | |
|--|--|
| <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 graduation rates. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | <input type="checkbox"/> Increases access to effective and diverse teachers. |

X Provides school enrollment choices.

Narrative description of this strategy.

Utilize Achievement and Integration revenue to increase the enrollment of students from racially and economically diverse backgrounds participation in Pre-K in our District and community and decrease racial and economic enrollment disparities between student groups.

Mankato Area Public Schools is committed to increasing participation and access to learning excellence for all children in our community. To expand our reach, we will provide scholarships to support the placement of targeted American Indian, Asian, Black, Hispanic, Free and Reduced Priced Lunch (FRPL) students in high-quality learning environments throughout our community. We will form these partnerships with programs aligned in their commitment to learning excellence and Parent Aware participation. Transportation will be provided to address barriers to access and attendance. Finally, knowing that parent engagement and partnership are key to learner success, we will expand our home visiting program with a focus on serving families from racially and economically diverse backgrounds.

- Scholarships for students to attend Parent Aware Certified Early Learning environments.
- Transportation will provide accessibility for families
- School/Community Liaisons: Provide information, interpretation, and family support for school/parent engagement
- Partner with Southern MN Children’s Museum to enhance opportunities for participation for our students from racially and economically diverse backgrounds.

School/Community Liaisons:

School/Community Liaisons will be hired for Early Learning and K-12 to serve as a liaison between families and the school sites to help develop and sustain trusting and supportive relationships, inform parents, support enrollment disparities, and promote programs to meet our goals.

Strategy #2

Strategy Name and # Culturally Relevant Teaching Practices 2.0

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

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 graduation rates.
- Increases access to effective and diverse teachers.
- Increases cultural fluency, competency, and interaction.

Narrative description of this strategy.

A licensed Early Learning Mentor Coach will be added to provide culturally responsive teaching in early learning preschool environments.

Location of services: Early Learning environments throughout Mankato Area Public Schools boundaries

KEY INDICATORS

Key Indicators of Progress (KIP)

KIP: The percent of students enrolled in Pre-K by student group will increase by 1.6% each year.

		Target	Target	Target
	18-19	19-20	20-21	21-22
American Indian	1%	2.6%	4.2%	5.8%
Asian	1.5%	3.1%	4.7%	6.3%
Black	8%	9.6%	11.2%	12.8%
Hispanic	6.5%	8.1%	9.7%	11.3%
FRPL		38%	39.6%	40.1%

KIP: The percent of Kindergarten students meeting the benchmark on the Winter DIBELs across all student groups will increase by 2% each year.

		Target	Target	Target
	18-19	19-20	20-21	21-22
All students	74%	76%	78%	80

Goal #2: Third Grade Reading MCA

The percent of All students that meet or exceed on the 3rd-grade Reading MCA will increase from 65.1% to 70.1% by the end of the 2021-2022 school year.

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

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding categories of gender, disability, and English Learners.

STRATEGIES

Strategy Name and # Culturally Relevant Teaching Practices 2.0

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

Narrative description of this strategy.

Mankato Area Public Schools is committed to closing racial and economic achievement gaps between student groups and creating culturally-responsive classrooms.

- Have mentor/access/equity trained teacher-coach at each K-5 building to provide literacy support services to students and support teachers with culturally relevant best practices
- Partner with MSU-Mankato with their mentoring and induction department to train teachers in the NTC model to support teachers in culturally relevant teaching practices
- Parent Ambassadors - Early Learning and K-5 model to enhance student and family engagement
- School/Community Liaisons: Provide information, interpretation, and family support for school/parent engagement
- Professional development to support organizational systems change and intercultural development

1.) Mentor Coaches and Partnership with MSU, Mankato:

To continue supporting the closing of these gaps, we will incorporate culturally relevant teaching practices through hiring mentor coaches trained specifically in access and equity strategies to support each K-5 building in our District. We will continue and grow our partnership with MSU, Mankato through the mentoring and induction department to train the mentor coaches and teachers in the New Teacher Center model which includes learning in the areas of:

- Creating Emotionally, Intellectually, and Physically Safe Environments,
- Providing Equitable Culturally Responsive and Rigorous Curriculum and Instruction, and
- Meeting the Needs of Diverse Learners ([Optimal Learning Environment Overview](#)).

2.) Parent Ambassadors:

MAPS will create a Parent Ambassador model for our Early Learning and K-5 sites. Parent Ambassadors will represent the language and cultural diversity of their schools, engage in professional development, partner with the district on student and family engagement and advocacy efforts.

3.) School/Community Liaisons:

School/Community Liaisons will be hired for Early Learning and K-12 to serve as a liaison between families and the school sites to help develop and sustain trusting and supportive relationships, inform parents, support enrollment disparities, and promote programs to meet our goals.

4.) Professional Development:

- District leadership, administration, and staff will participate in training to grow self-awareness, deepen understanding of intersectional and interdepartmental opportunities for systems change, complete Intercultural Development Inventory (IDI) Qualified Administrator training to build districtwide intercultural competence, create efficiencies, enhance collaborative structures, and build skills to assist in navigating across differences.

5.) Equity Summit:

An integration activity between our neighboring districts will be an Equity Summit in Summer, 2021. This summit will be attended by regional teachers and will serve as an opportunity for attendees to learn and share culturally responsive teaching strategies.

Location of services: Various buildings in Mankato Area Public Schools

KEY INDICATORS

Key Indicators of Progress (KIP)

KIP: The percent of disparity in discipline referrals by student group as measured in the DIRS data will decrease by 3% each year for Black students and 1.5% for White students each year.

		Target	Target	Target
	17-18	19-20	20-21	21-22
Black	44%	43%	38%	35%
White	33%	31.5%	30%	28.5%

KIP: The percent of students reading on grade level by 3rd grade as measured on MCA Reading will increase by 1.6% each year.

		Target	Target	Target
	17-18	19-20	20-21	21-22
All students	65.1%	68.1%	71.1%	74.1%

KIP: The percent of all students of color and those who qualify for Free-Reduced Price Lunch (FRPL) who graduate in 4 years will increase by 3% each year.

	Target	Target	Target	Target
	17	18	19	20
All	86.09%	87.59%	89.09%	90.59%
American Indian				
Asian	85.71%	88.71%	91.71%	94.71%
Hispanic	70.27%	73.27%	76.27%	79.27%
Black	73.91%	78.91%	81.91%	84.91%
Native Hawaiian/Pacific Islander				
2 or More Races	81.82%	84.82%	87.82%	90.82%
White	89.6%	92.6%	95.6%	98.6%
FRPL	74.63%	77.63%	80.63%	83.63%

KIP: The percent of student attendance in all students of color and those who qualify for Free-Reduced Price Lunch (FRPL) will increase by 3% each year.

	Target	Target	Target	Target
	17-18	18-19	19--20	20-21
American Indian	87.04%	90.04%	93.04%	96.04%
Asian	95.89%	98.89%	100%	
Hispanic	93.79%	96.79%	99.79%	100%
Black	93.91%	96.91%	99.91%	100%
Native Hawaiian/Pacific Islander	95.85%	98.85%	100%	
2 or More Races	94.30%	97.30%	100%	
White	94.75%	97.75%	100%	
FRPL	93.40%	96.40%	99.40%	100%

Goal #3: Education Career Pathway

The percent of All students in each student group that participate in a teacher career pathway in grade 8 will increase from 0% to 5% by the end of the 2021-2022 school year.

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

Goal type: 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.

STRATEGIES

Strategy Name and # Expanding career and college pathways to support our diverse population 3.0

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

Narrative description of this strategy.

Utilize Achievement and Integration revenue to support students and employees of color in teacher career pathways.

The recruitment and retention of staff that represent our student and family population is an area of focus for Mankato Area Public Schools. To support the experience of students in career pathways, we will expand our career and college pathways to the middle level to support our diverse population. We will increase career pathway opportunities, specifically in the area of education, at the middle school level so that students see themselves in our profession. The introduction of this pathway will include campus visits to institutions of higher education and our current Teacher Cadet program at the High School level. Additionally, our School/Community Liaisons will provide interpretation and family support within our community to foster school/parent engagement and create a deeper understanding of the importance of students and employees of color in education pathways.

- Launch Education Pathway at Middle Schools
- Campus visits for our students in our education pathway
- MSU-Mankato pathway to teacher licensure for our employees of color
- School/Community Liaisons: Provide information, interpretation, and family support to facilitate school/parent engagement

School/Community Liaisons:

School/Community Liaisons will be hired for Early Learning and K-12 to serve as a liaison between families and the school sites to help develop and sustain trusting and supportive relationships, inform parents, support enrollment disparities, and promote programs to meet our goals.

Location of services: All 6-12 buildings in Mankato Area Public Schools

KEY INDICATORS

Key Indicators of Progress (KIP)

KIP: The percent of all students participating in our High School Teacher Cadet program will increase by 1.6% each year.

		Target	Target	Target
	18-19	19-20	20-21	21-22
All	1%	2.6%	4.2%	5.8%
American Indian	0%	1.6%	3.2%	4.8%
Asian	0%	1.6%	3.2%	4.8%
Hispanic	8.3%	9.9%	11.5%	13.1%
Black	16.7%	18.3%	19.9%	21.5%
Native Hawaiian/Pacific Islander	0%	1.6%	3.2%	4.8%
White	75%	76.6%	78.2%	79.8%
2 or More Races	0%	1.6%	3.2%	4.8%

KIP: The percent of all students participating in Career Pathways will increase by 1.6% each year.

		Target	Target	Target
	18-19	19-20	20-21	21-22
All	7.3%	8.9%	10.5%	12.1%

KIP: The percent of staff reflecting our student population increase by 1.6% each year.

		Target	Target	Target
	18-19	19-20	20-21	21-22
Staff	7.9%	9.5%	11.1%	12.7%

KIP: The percent of families engaged in Family Academy increase 1.6% each year.

		Target	Target	Target
	18-19	19-20	20-21	21-22
MAPS Families	.5%	2.1%	3.7%	5.3%

Goal #4: Integration Career Pathway Activities

The percent of students of color and Free-Reduced Price Lunch (FRPL) enrolled in integration career pathway activities will increase from 0% to 12% by the end of the 2021-2022 school year with the intent of decreasing racial and economic enrollment disparities.

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

Goal type: Increasing racial and economic integration.

STRATEGIES

Strategy Name and # Career Pathway Access 4.0

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

Utilize Achievement and Integration revenue to provide integration career pathway activities across all student groups (across district integration activity).

Interdistrict Integration Programs (integration activity)

- Transportation
- Higher Ed/Career Visits
- Scrubs Camp (high school)
- Camp Invention (K-6th)
- Youth Leadership and Dialogue Exchange (high school integration student cohort).
- Club Invention (Intradistrict)
- StoryArk: *My Story, Your Story, Our Story*
- School/Community Liaisons
- Equity Summit- Summer of 2021 (integration activity with teachers)

MAPS Intradistrict Integration Programs:

- Club Invention

Narrative description of this strategy. The integration of students from our cooperating districts is integral to supporting all students in their career and college pathways and transportation will be provided. As a result, students in grades 6-8 from all Mankato Area Public Schools and our four cooperating districts will have the opportunity to attend inter-district

field trips supporting career and college pathways. These field trips will include but will not be limited to Scrubs Camp (Health Sciences), Camp Invention (STEAM), MSU, Mankato and South Central College, and economic pillars within our community (Agriculture, Education, Health Sciences, and Manufacturing). MAPS will work with consultants to facilitate our Youth Leadership and Dialogue Exchange interdistrict student cohort activities with St. Peter and Janesville-Waldorf-Pemberton (JWP) Public Schools high school students, to facilitate student voice and learning around themes of equity. Additionally, MAPS high school students will partner in an integrated learning environment with JWP, St. Peter, Stillwater, and Hastings Public Schools, in the *My Story, Your Story, Our Story* program facilitated by StoryArk.

1.) Scrubs Camp

- Scrubs Camp was developed to get students excited and interested in pursuing a career in the health sciences, and to go back home motivated and focused on what they can do in middle and/or high school to prepare for a potential health science career. Our plan is to increase our participation of our students of color.
- Students will interact directly with many working health science professionals, participate in field trips, and get a tour of what it would be like to work in a particular health science career field.

2.) Camp Invention

- Camp Invention connects students to inventors who changed the world and enhances the scientific knowledge base of participants. The program gives students high-energy, hands-on, innovative fun while presenting them with challenges that emphasize STEM, collaboration, and entrepreneurship through innovation. Our plan is to increase the participation of our students of color.

3.) Multidistrict Student Cohort: Youth Leadership and Dialogue Exchange

Students will engage in inter-district dialogue sessions that focus on relationship-building and elevating student voice. The student cohort of Mankato, Saint Peter, and Janesville-Waldorf-Pemberton high school students will engage in-person (or virtual when necessary) in facilitated discussion and learning around themes of leadership and equity. Consultant(s) will facilitate conversations around race and equity with multidistrict integration students.

4.) Club Invention (intradistrict)

- STEM Out-of-School enrichment programming will be developed at three elementary schools to address STEM programming disparities. The program will be facilitated after school in local school communities, using flexible curriculum modules with intradistrict learning components among students from participating schools. Transportation and scholarships will be available to facilitate participation.

5.) StoryArk Storytelling and Creative Arts

- MAPS, JWP, St. Peter, Stillwater, and Hastings high school students will engage in an interdistrict integration storytelling and youth voice program to build relationships with students from other districts, develop skills to work across racially, culturally, and linguistically diverse groups, and enhance professional skills (cultural competency, teamwork, technological literacy, leadership, goal-setting). Students will work in creative teams to produce podcasts, short films, and creative writing content that is reflective of their interests and life experiences.

6.) School/Community Liaisons:

- School/Community Liaisons will be hired for Early Learning and K-12 to serve as a liaison between families and the school sites to help develop and sustain trusting and supportive relationships, inform parents, support enrollment disparities, and promote programs to meet our goals.

7.) Equity Summit- Summer 2021

- An integration activity between our neighboring districts' education staff will be an Equity Summit in Summer, 2021. This summit will be attended by regional teachers and will serve as an opportunity for attendees to learn and share culturally responsive teaching strategies.

Location of services: Various sites within our district and multidistrict locations

KEY INDICATORS

KIP: The percent of all students participating in Career Pathways will increase by 1.6% each year.

		Target	Target	Target
	18-19	19-20	20-21	21-22
All students	7.3%	8.9%	10.5%	12.1%

KIP: The percent of all students of color and those who qualify for Free-Reduced Price Lunch (FRPL) who graduate in 4 years will increase by 3% each year.

		Target	Target	Target
	17	18	19	20
All	86.09%	87.59%	89.09%	90.59%
American Indian				
Asian	85.71%	88.71%	91.71%	94.71%
Hispanic	70.27%	73.27%	76.27%	79.27%
Black	73.91%	78.91%	81.91%	84.91%
Native Hawaiian/Pacific Islander				
2 or More Races	81.82%	84.82%	87.82%	90.82%
White	89.6%	92.6%	95.6%	98.6%
FRPL	74.63%	77.63%	80.63%	83.63%

KIP: The percent of all students of color and those who qualify for Free-Reduced Price Lunch (FRPL) will increase their attendance rate by 3% each year.

		Target	Target	Target
	17-18	18-19	19-20	20-21
American Indian	87.04%	90.04%	93.04%	96.04%
Asian	95.89%	98.89%	100%	
Hispanic	93.79%	96.79%	99.79%	100%
Black	93.91%	96.91%	99.91%	100%
Native Hawaiian/Pacific Islander	95.85%	98.85%	100%	
2 or More Races	94.30%	97.30%	100%	
White	94.75%	97.75%	100%	
FRPL	93.40%	96.40%	99.40%	100%

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)).

Mankato Area Public Schools has worked to ensure that our Achievement and Integration Plan aligns with our District’s Strategic Roadmap and World’s Best Workforce plan. The strategies were determined in collaboration with our community stakeholders, and support the academic achievement of our students and professional learning of our staff. An Achievement and Integration Engagement Coordinator will serve to implement and measure all plan activities and help ensure students and staff are receiving resources per plan approval. This position will work in collaboration with staff to ensure that the activities continue to reduce racial and economic disparities.