

Achievement and Integration Plan

July 1, 2019 to June 30, 2022

District ISD# and Name: District 508- Saint Peter
Public Schools

District Integration Status: Adjoining District (A)

Superintendent: Paul Peterson

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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. N/A | 4. N/A |
| 2. N/A | 5. N/A |
| 3. N/A | 6. N/A |

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: N/A

- | | |
|--|---|
| 1. Mankato Area Public Schools (RI-Racially Isolated) | 3. St. Clair Public Schools (A-Adjoining) |
| 2. Janesville Waldorf Pemberton (JWP)
(A-Adjoining) | 4. Cleveland Public Schools (A-Adjoining) |

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part 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: Paul Peterson

Signature:

Date Signed:

School Board Chair: Mark Karlsrud

Signature:

Date Signed:

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 on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [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: Saint Peter Public Schools participates with representatives from a multi-district collaborative advisory group to ensure that district and cross-district goals and activities are aligned and address the needs of the students in the Saint Peter schools community. The MDCC includes Paul Peterson, ISD 508 Superintendent; Sheri Allen, ISD 77 Superintendent; Brian Phillips, ISD 391 Superintendent; Bill Adams, ISD 2835 Superintendent; Tom Bruels, ISD 75 Superintendent.

The MDCC met five times during the fall and winter of 2018 to identify areas of focus for the 2019-2022 plan. Integration goals are based on the feedback from local and cross-district stakeholders. Consistent themes shared from all stakeholder groups were increased and improved communication with Saint Peter's diverse communities, academic support for all, and continued efforts to provide a welcoming and inclusive environment for all students.

Community Collaborative Council/American Indian Parent Committee:

The Community Collaborative Council (CCC) is designed to provide feedback and input specifically to Saint Peter's Achievement and Integration Plan. Representative of our community's diversity, the CCC will continue to receive updates, provide direction and build ownership of the plan through ongoing communication.

CCC Members:

Jessica O'Brien	Pam Conners	Mohamed Abdulkadir	Affey Siget
Gulad Kassim	Mohamed Ibriham	Tami Skinner	Ben Leonard
Yurie Hong	Keri Johnson	Yanile Hettig	Emily Kracht
Paul Peterson	John Lustig	Lula Dayib	Ytive Prafke
Jon Graff	Doreen Oelke	Annette Engeldinger	Darin Doherty
Bob Meeks	Chris Harmes	Bernadette Volk	Joey Schugel
Mathias Ove	Alinasir Hussein	Nancy Helgeson	Sandy Francis

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 Goals

Goal #1: The percentage of racially and economically diverse students who are meeting or exceeding the college pathway benchmark in math will increase from 17.5% in the fall of 2018 to 23.5% as measured by FAST aMath test scores by spring of 2022.

Aligns with WBWF area: Closing the Achievement Gap.

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

Strategy Name and # - 1-Cultural Competency and Response to Instruction and Intervention.

Type of Strategy: Professional Development

Teacher leaders and administrators will be trained in Response to Intervention (RTI) strategies to ensure that racially and economically diverse students are responding to instruction and meeting performance benchmarks. This may include regional, state and/or national trainings in the areas of core instruction, AVID, SIOP, and courageous leadership.

Location of services: Saint Peter Public Schools - PreK-12

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 2020	Target 2021	Target 2022
<i>The number of teacher leaders trained in the area of RTI will maintain or increase from the current level.</i>	24	44	64
<i>The achievement gap based upon the FAST aMath Assessment between FRL and non-FRL. will decrease.</i>	24%	22%	20%
<i>The achievement gap based upon the FAST aMath Assessment between white and non-white students will decrease.</i>	22.5%	20.5%	18.5%

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

Strategy Name and # - 2-Student and Community Outreach

Type of Strategy: Family Engagement Initiatives

Engage students with their families in the SPPS educational system by providing outreach and communication to increase parent involvement in all aspects of their child's education.

Location of services: Saint Peter Public Schools - PreK-12

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 2020	Target 2021	Target 2022
<i>Increase the number of parents of color at Pre-K 12 parent-teacher conferences.</i>	<i>Baseline Collection Year</i>	+5%	+2%
<i>Increase the number of parents of color at family engagement activities.</i>	<i>Baseline Collection Year</i>	+5%	+2%
<i>Increase parent involvement in academic intervention and support programs.</i>	<i>Baseline Collection Year</i>	+5%	+2%

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

Strategy Name and # -3 Academic Enrichment and Support

Type of Strategy: Rigorous Coursework and Career and College Readiness

Increase opportunities and reduce barriers for participation in school district and community-based academic enrichment programs by providing transportation, staff and resources.

Location of services:: Saint Peter Public Schools - PreK-12

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 2020	Target 2021	Target 2022
<i>Expansion of after school academic programming available to students.</i>	17	18	19
<i>Increased student attendance in academic support programs.</i>	<i>Baseline Collection Year</i>	+5%	+10%
<i>Improve student proficiency in math as measured by state standardized assessments (MCA and MTAS).</i>	60%	62%	64%

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

Goal #2: The average ACT composite score for racially and economically diverse students will increase from 16.4 in the spring of 2018 to 19.0 in the spring of 2021.

Aligns with WBWF area: Career and College Ready by Graduation

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.

Strategy Name and # -4 Professional Development for Academic Mentoring and Support

Type of Strategy: Rigorous Coursework and Career and College Readiness

Teachers not directly in the AVID program will be trained in AVID strategies to ensure that racially and economically diverse students are responding to instruction and meeting performance benchmarks.

Location of services: Saint Peter Public Schools - K-12

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 2020	Target 2021	Target 2022
<i>Increase the percentage of racially diverse students enrolled in college prep courses.</i>	17%	22%	27%
<i>Increase the percentage of economically diverse students enrolled in college prep courses.</i>	17%	22%	27%
<i>Increase the percentage of students in AVID who are enrolled in college prep courses.</i>	23%	25%	27%

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

Strategy Name and # -5 School and community-based academic enrichment programs

Type of Strategy: Rigorous Coursework and Career and College Readiness

Increase opportunities for school district and community-based academic enrichment programs that are designed to support highly rigorous academic courses and test preparation.

Location of services: Peter Public Schools -5-12

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 2020	Target 2021	Target 2022
<i>Increased numbers of participants in highly rigorous courses grades 9-12.</i>	239	249	259
<i>Increased numbers of participants in ACT test preparation.</i>	50	55	60
<i>Increased numbers of participants in ACT test participation.</i>	130	135	140

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

Strategy Name and # - 6-Student and School Deliberative Discussions

Type of Strategy: Rigorous Coursework and Career and College Readiness

Engage diverse student groups across regional school districts and within the SPPS educational system to build shared common understanding of college, career and life readiness skills, knowledge and pathways for all students.

Location of services: Saint Peter Public Schools - PreK-12

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 2020	Target 2021	Target 2022
<i>Increase student attendance participating at inter-district dialogue sessions.</i>	<i>Baseline Collection Year</i>	+5%	+5%
<i>Increase the number of students of color participating at inter-district dialogue sessions.</i>	<i>Baseline Collection Year</i>	+5%	+5%

<i>Increase student understanding of diverse perspectives, as measured by inter-district dialogue session pre-post surveys.</i>	<i>Baseline Collection Year</i>	<i>+3%</i>	<i>+3%</i>
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This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: The graduation rate for racially and economically diverse students will increase over three years from 87.2% in 2017 to 90.0% in 2021.

Aligns with WBWF area: High School Graduation

Goal type: Increasing racial and economic integration.

Strategy Name and # -7 Targeted mentoring in academic and social/emotional growth.

Type of Strategy: Equitable Access to Effective and Diverse Teachers

Location of services: Saint Peter Public Schools - Grade PreK-12

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 2020	Target 2021	Target 2022
<i>Increase student access to racially diverse staff.</i>	<i>9</i>	<i>10</i>	<i>11</i>
<i>Increase the percentage of racially and economically diverse students who graduate from Saint Peter Public Schools, as measured by graduation rates reported by MDE for 2019, 2020, and 2021.</i>	<i>88%</i>	<i>89%</i>	<i>90%</i>
<i>Increase the attendance of racially diverse students.</i>	<i>92%</i>	<i>94%</i>	<i>96%</i>
<i>Increase the attendance of economically diverse students.</i>	<i>93%</i>	<i>95%</i>	<i>97%</i>

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)). Enter text.

The strategies and action items included in the Saint Peter plan will provide the necessary structure to support our overarching commitment to ensure high levels of learning and support for ALL students. We have held, sponsored and/or organized several initiatives and projects over many years, each housed within a specific school and or system within the school district. The implementation of our Achievement and Integration plan will allow us to see how various elements of our equity commitment fit together to support our vision and mission. For example:

- Alignment of the PreK-12 staff development plan;
- Alignment of intervention programs such as Title I, Targeted Services, English Language, ALC, etc.;
- Alignment of curricular and co-curricular efforts to engage all community stakeholders;
- Alignment of school-community advisory, planning and support groups, including World’s Best Workforce; American Indian Advisory Committee and Graduate Portrait Action Team.