

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

District ISD# and Name: District # 22 Detroit Lakes
Public Schools
District Integration Status: Adjoining District (A)
Superintendent: Doug Froke
Phone: 2188479271
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Plan submitted by: Renee Kerzman
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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. N/A

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: Enter name.

1. **Pelican Rapids School District** RI -
Racially Isolated
2. **Frazer A - Adjoining**
3. **Fergus Falls A - Adjoining**
4. **Hawley A - Adjoining**
5. **Battel Lake A – Adjoining**
6. **Perham A - Adjoining**

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.

**** SENT IN TO MDE SIGNED in separate document

Superintendent: Doug Froke

Signature: SENT IN TO MDE SIGNED in separate document

Date Signed:

School Board Chair: Amy Erickson

Signature: SENT IN TO MDE SIGNED in separate document Date Signed: Enter date.

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.

The American Indian parent committee member, Rhonda Fode was on the A & I planning team as is Joe Carrier our American Indian Coordinator, and Karen Nudell Director of Federal Programs. They discussed the plan information with the January 22nd, 2020 American Indian parent committee.

Multidistrict Collaboration Council: The membership of this committee includes: We met through the summer of 2019 however there were some leadership changes so we met again in the fall. As a committee for a half day to plan and then we had MDE representatives there in the afternoon to answer questions. Following that, we had an individual meeting with Superintendent Richardson to discuss the implementation ideas in more detail. Ongoing email communication is occurring as we prepare to submit the plan.

Community Collaboration Council for Racially Identifiable School(s):

Representatives vary but there is one or more from each district. Dr. Ed Richardson leads the group due to being the superintendent in Pelican Rapids.

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

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: Decrease the achievement gap for our Native American students by increasing proficiency for Native American students enrolled October 1 in the Detroit Lakes Public Schools measured state reading accountability tests (MCA, MTAS) Proficiency will increase from 32% in 2019 to 50% in 2021.

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

Goal type: Achievement Disparity

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 # Native American Literacy Project 1.1

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:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Provides school enrollment choices. |
| | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| | <input type="checkbox"/> 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.

A strong focus for us over the past two years has been getting reading into our students’ hands literature that portray ALL of us—all cultures and backgrounds—with a particular emphasis on Native American literature and non-fiction because we enjoy a large NA population in our school district. Now, we need to help our teachers not just have the books in their classrooms, but integrate the reading into their everyday content—not as stand-alone events. A .5 FTE instructional coach will help determine quality Native American reading materials, implementation into content, and guidance for interventionists. Two FTE interventionists will be hired to assist with reading intervention to close the achievement gap by increasing our Native American students proficiency rates. Students who are at the 40% national percentile ranking or below proficiency as indicated by STAR assessments will be identified for specific interventions by qualified, experienced intervention teachers. The teachers will be using research-based interventions from Fountas and Pinnell reading curriculum.

Teachers will be surveyed to understand their perspective regarding the impact of utilizing the Native American literature with an increase of 2% satisfaction each year.

Location of services: Elementary and Middle School

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
The proficiency level of our Native American students enrolled October 1 in the Detroit Lakes Public Schools as measured by all state reading accountability tests (MCA, MTAS) will increase from 23% in 2019 to 21% in due to the interventions provided.	32%	40%	50%

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
Teachers will be surveyed to understand their perspective regarding the impact of utilizing the Native American Literature with an increase of 2% satisfaction each year.	89%	91%%	93%

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

Strategy Name and # Student Success Teacher Program 1.2

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:

access to effective and diverse teachers.

Narrative description of this strategy.

In addition, a 1 FTE Student Success Coordinator/Interventionist will serve our students at the middle school. The rationale for this position is to assist in our focus to close the reading achievement gap for Native American students and students of Two or More Races by increasing these subgroup proficiency. Through this work, students will be monitored and supported in order to be successful in their rigorous coursework and prepare for college and readiness. In order to have students be successful in A Student Success Coordinator position will identify subgroup students who are not achieving at grade level and both coordinate and provide interventions to those students as well as monitor their progress and communicate with families.. An additional responsibility of the Student Success Coordinator would be to monitor and intervene with attendance with the aforementioned subgroups. The anticipated outcome of this request is an annual 2% reduction in the reading achievement gap, as measured by the Minnesota Comprehensive Assessment .

The data used to identify, select, and measure students will be the STAR assessment, as well as MCA results from the annual spring assessment. Student attendance data will also be used as a measure and we anticipate a correlate between student attendance and achievement.

Location of services: Detroit Lakes Public Schools--middle school

Additionally to ensure the Native American and impoverished student subgroups will be provided with high quality interventions, we will focus our hiring or make internal moves to place enthusiastic, effective veteran teachers into these roles in order to teach and support our highest needs students. Our instructional coach will provide ongoing resources and support to ensure retention of teachers in these roles. Teachers will be equipped with necessary curriculum and professional learning to be successful in their roles.

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
The proficiency of the Native American students enrolled October 1 in the Detroit Lakes Middle school using all state reading accountability tests (MCA, MTAS) will increase from 29% in 2019 to 50% in 2023.	29%	40%	50%
Teachers funded through A & I are effective, veteran teachers.	75%	80%	90%

Achievement and Integration Goals

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 #2: Our integration goal is to successfully increase deeper college and career exploration through collaborative experiences between students will grow their insights into college/career planning with growing specificity as measured by continuing assessments, beginning in 9th grade Through collaborative experiences between Pelican Rapids and Detroit Lakes, students will grow their insights into college/career planning with growing specificity as measured by continuing assessments, beginning in 9th grade through graduation.

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

Goal type: Integration

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).

Strategy Name and # College and Career Readiness Collaboration Activities 2.1

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.

Students will start in 9th grade by co-attending a career fair and interacting with each other on their learning there. Also in the 9th grade year students will delve into aptitude and interests to discern possible career paths by utilizing a career and college readiness tool, such as YouScience. Progressing forward, Pelican Rapids School District will utilize Detroit Lakes School District's school-to-work programming for further career exploration. A Detroit Lakes instructional coach will assist with implementation of YouScience or other tool, and resulting inquiry. A Detroit Lakes instructional coach will facilitate the integration of Pelican Rapids' students into our school-to-work programming.

Location of services: Detroit Lakes and Pelican Rapids

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
School-to-work experiences including Pelican Rapids and Detroit Lakes students working together will increase each year.	2	3	4
Common, continuous instructions will be utilized to measure their understanding of their insights into college/career planning .	As 9th grade students - demonstrate 85% proficiency	As 10th grade students - demonstrate 90% proficiency	As 11th grade students - demonstrate 95% proficiency

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)).

The Detroit Lakes and Pelican Rapids integration activities will create efficiencies and eliminate duplicate school-to-work programming while increasing opportunities for students.
