

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

District ISD# and Name: 0745: Albany Area
Schools

District Integration Status: Adjoining District (A)

Superintendent: Greg Johnson

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Plan submitted by: Amy Notch

Title: Director of Teaching and Learning

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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: [Lake Wobegon Integration Collaborative](#).

1. **0740-Melrose Public School District** RI
- Racially Isolated
2. **2753-Long Prairie-Grey Eagle School
District** RI - Racially Isolated
3. **0213-Osakis Public School District** A -
Adjoining
4. **0741-Paynesville Public School District**
A - Adjoining
5. **0743-Sauk Centre Public School District**
A - Adjoining
6. **2364-Belgrade-Brooten-Elrosa Public
School District** A - Adjoining

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: Greg Johnson

Signature:

Date Signed: March 11, 2020

School Board Chair: Don Winkels

Signature:

Date Signed: **March 11, 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:

Randall Bergquist (Osakis), Mary Holmberg (Paynesville), Nikki Linscheid (Sauk Centre), Jason McLellan (Sauk Centre), Peter Lingen (LPGE), Barton Rud (LPGE), Laura Spanier (BBE), Josie Dingmann (BBE), Amy Notch (Albany)

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: The current gap in low risk SGP measures between students receiving free and reduced price lunch and students who do not receive free and reduced priced lunch will decrease from 8% in 2019 to 2% in 2023.

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

Goal type: Achievement Disparity

Strategies

Strategy #1--Tier II Reading Interventions

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 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.

Using benchmark assessment data from FAST, school staff will determine students who need tier II supports in the area of reading at fall and winter data retreats. Evidence-based reading interventions will be implemented in small group setting and progress monitored throughout the course of the intervention. Staff will revisit groups by looking at progress monitoring data at monthly grade-level meetings. Students receiving appropriate interventions should grow at a higher rate than their peers in the area of reading.

Location of services: Avon and Albany Elementary Schools

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%
An increasing percentage of students in AVE interventions groups will meet the high growth threshold in winter and spring benchmarking.	60%	62.5%	65%
Enter KIP.			

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)). This plan allows for efficient small groups across grade levels to address student need in reading. One interventionist can address the needs of multiple classrooms vs each classroom teacher needing to plan and address such needs.

Goal #2: Albany Area Schools will increase students' equitable access to teachers trained in Social and Emotional Learning from X% in 2019 to X+6% in 2023

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

Goal type: Teacher Equity

Strategies

Strategy #2--Differentiated SEL Professional Development

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

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.

Our district offers all teachers flexible professional development time along with professional development opportunities during contract and non-contract time. With the assistance of the staff development committee, the district will provide at least five opportunities within the school year for teachers to enhance their understanding as well as their instructional practices as they relate to evidence-based SEL strategies. The professional development provided will align to focal points shared in documentation by PELSB regarding cultural competency. Provided trainings will give teachers tools to build better understanding of the students in their classrooms.

Location of services: Albany Area School District

Key Indicators

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%
Teacher rankings of the importance of SEL in the classroom will increase 5% each year.	50%	55%	60%
Enter KIP.			

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)). Two of our four buildings have been doing a lot of initial work regarding SEL in our district. Using

their knowledge and experience through our districtwide staff development committee, we will expand on what is working in those two schools. The collaborative nature of the staff development committee as well as its broad representation of district stakeholders ensures we are creating efficiency in the area of staff development in our district.

Goal #3: Increase students' cultural competency from X points in Fall 2020 to an average of X+2 points per student in the spring of 2023.

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

Goal type: Integration

Strategies

Strategy #3--Lake Wobegon Middle School and High School Cultural Competency Group

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 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 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 from the Lake Wobegon Collaborative will participate in student-centered activities to increase cultural awareness among groups of middle and high school students. Groups will meet bi-monthly to engage in activities at the school locations indicated below. Each school in the collaborative will take turns in planning and preparing the activities. The types of activities will include cultural speakers, interviews with elders from various communities, cultural experiences including the arts, food, and other potential areas of exploration. The activities will be designed to increase students' understanding of their own culture and the culture of other students attending. Students will learn from and with each other. Each activity will be designed, implemented, and assessed for value with the following outcomes in mind: value for racial or cultural diversity, understanding of one's own culture, ability and appreciation for sharing one's own culture, awareness of areas of discomfort, ability to recognize and check biased assumptions, ability to recognize and challenge stereotypes, ability to reflect on how culture informs one's judgment, ability to accept ambiguity, and an increasing level of curiosity. The schools will actively recruit and support participation of students from all racial, ethnic, and economic backgrounds.

The consortium will use the LaCrosse Consortium Cultural Competence Self-Awareness Checklist to assess each student's levels of cultural awareness. The LaCrosse Consortium Cultural Competence Self-Awareness Checklist will be given to each student at the first meeting and the last meeting of the year. Scores will be compared to measure growth.

Each year, there may be new students entering the integration program. The checklist will be administered twice annually to measure growth. Expected student outcomes are an increased value for racial and cultural diversity, a deeper understanding of one's own culture, an ability to share and appreciation of sharing of cultures, an awareness of areas of discomfort, an ability to recognize and check biased assumptions, an ability

to recognize and challenge stereotypes, an ability to reflect on how culture informs judgment, and an increased ability to accept ambiguity.

Location of services: Melrose Area Schools and Sauk Centre Area Schools

Key Indicators

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%
Average increase for all students attending the Middle School and High School Student Cultural Competency groups based on pre- and post- activity assessments using the LaCrosse Consortium Cultural Competence Self-Awareness Checklist.	+2 points	+2 points	+2 points
Enter KIP.			
Enter KIP.			

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)). Members of the collaborative will be able to share the challenge of creating quality programming for students in multiple districts.
