

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: 2190/Yellow Medicine East

District Integration Status: RI

Superintendent: Rich Schneider

Phone: 320-564-4081

Email: rschneider@isd2190.org

Plan submitted by: Leah Schueler

Title: Success Coach/Integration Coordinator

Phone: 320-564-4081

Email: lschueler@isd2190.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. 2167 Lakeview - A- Adjoining
2. 378 Dawson-Boyd - A-Adjoining
3. 891 Canby - V- Voluntary
4. 403 Ivanhoe – V-Voluntary
5. 2890 Renville County West – RI- Racial Isolated
6. 414 Minneota – 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: Rich Schneider

Signature:

Date Signed:

School Board Chair: Dawn Odegard

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.

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](#).

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

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:

Canby, Superintendent – Ryan Nielsen
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Yellow Medicine East, IPAC Parent – Felicia Mulligan

Yellow Medicine East, IPAC Parent – Autumn LaBatte
 Yellow Medicine East, IPAC Parent – Caralyn Trutna
 Yellow Medicine East, IPAC Parent – Jennifer Luukonen
 Yellow Medicine East, Elementary Teacher – Samantha Gort
 Yellow Medicine East, MS/HS Teacher – Tamara Isfeld

Achievement and Integration staff have been attending Student Representative Committee and IPAC meetings prior to the school year. This created a natural transition to gather meaningful input starting in September 2022. A&I staff attended all monthly IPAC meetings for input on the plan. IPAC was in full support of A&I staff and Indian Education staff to seek Upper Sioux Board of Trustees input and direction with the plan. A&I and Indian Education staff met with the Board of Trustees on January 10, 2023 and on February 27, 2023. Staff also started meeting with all YMIC Counselors and Success Staff to make sure that the Integration activities are on the same page and schools have input on the process. The YMIC Collaborative Council met on December 15, 2022, January 25, 2023, and February 28, 2023 to create a unified goal and discuss what is working, what is not working, and how to collaborate more on solutions together.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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 percentage of students completing grade 11 earning credit in two or more CTE or college-level courses will increase from 85% in 2024 to 90% in 2026.

- The percentage of American Indian and Hispanic students enrolling into concurrent or CTE classes will increase from Baseline Established in year 1 % in 2024 enrollment is 75% in 2026

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

Goal type: Integration

Key Indicators of Progress (KIP) - GOAL #1: Integration

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 2024	Target 2025	Target 2026
Strategy #1 – MRV CTEC: Percentage of Juniors earning credits in 2 or more CTEC courses or college level courses	85%	87%	90%
Strategy #2 – Intro to Indigenous Nations and Dakota Studies: % of Students enrolled in INDS studies will receive a B or higher in the course	50%	55%	57%

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 2024	Target 2025	Target 2026
Strategy #3 - Career and College Planning and Exploration: % of 9th grade students who take personality assessments that leads to a career and college choices	75%	80%	85%
Strategy #4 - Career and College Cross-District Integration Opportunities: % student YMIC events having input prior to the YMIC cross district activities will increase	Baseline established in year 1	10%	16%
Strategy #5 - Summer STEAM Program: % of YME students in grades 6-8 receiving a F in semester II in both Math and/or English will be invited to attend a summer STEAM session.	28%	30%	34%
Strategy #6 – Success Coach: % of families attending the pre-YME senior meetings with their student will increase	90%	92%	95%

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

Strategies

Strategies # 1 - MRV CTEC

Type of Strategy: Career/College readiness and rigorous coursework for underserved students, including students enrolled in the ALC.

Narrative:

Minnesota River Valley Career and Technical Education Collaborative (MRV CTEC) is a group of four school districts—Lakeview, MACCRAV, Renville County West and Yellow Medicine East. These schools work cooperatively with their partners—Minnesota West Community and Technical College, the SWWC Service Co-op, the Minnesota River Valley Educational District, the Southwest Minnesota Private Industry Council, and the Minnesota Department of Employment and Economic Development. This collaborative provides college level course opportunities and PSEO credit for students to gain skills, knowledge, and experience in technical careers. These technical classes range from CNA, Intro to Health Careers, Intro to Education, Construction Trades, Construction Methods, etc. These courses are open to all Juniors and Seniors and there are no GPA requirements to be enrolled.

Strategies # 2- Intro to Indigenous Nations and Dakota Studies

Type of Strategy: Career/College readiness and rigorous coursework for underserved students, including students enrolled in the ALC.

Narrative:

Introduction to Indigenous Nations and Dakota Studies (INDS) focuses on understanding the “pan-Indian” view of Indigenous people in a contemporary setting. The course materials will have a focus on socio-political history of interactions between Indigenous people and settlers coming to the United States. Aspects of Indigenous epistemology, culture, and their complexities interacting in a modern-day world will be explored. There will be an emphasis on the OcetiSakowin (7 Council Fires)-(Eastern Dakota/Western Dakota/Lakota) understanding of their struggle and resistance throughout history. Sociopolitical ideas of settler colonialism, decolonization, and tribal sovereignty will be key frames of understanding throughout the course work. The course is for all students who want to broaden their overall understanding of Indigenous people. As well as understand the detailed history of the land in Mni Sota Makoce (Minnesota). The course work will benefit both Indigenous and non-Indigenous students alike, unpacking generalizations, assumptions, and stereotypes that are continually perpetuated in mainstream society. This course is offered to all YME Juniors and Seniors and there are no GPA requirements to be enrolled.

Strategy #3 -Career and College Planning and Exploration

Type of Strategy: Career/College readiness and rigorous coursework for underserved students, including students enrolled in the ALC.

Narrative:

It is essential for districts to have a solid plan in place for assisting students in being ready for post-secondary education and career pathways. As indicated in state statute (120B.125), by no later than ninth grade, students must have a comprehensive plan to assist them in exploring their educational, college, and career interests, aptitudes, and aspirations. YME provides multiple ways for students to explore their skills, personalities, and make plans for their continued education, careers, and lifestyles: College preparation lessons based upon a curriculum such as "Ramp up to Readiness or MajorClarity," ACT, Pre-ACT testing, PSAT testing, Accuplacer Testing, World of Work Inventory, YouScience Assessment, personality assessments/student inventories such as "Enneagram, Strengthen Finders, etc", and YMIC Career & College Events.

Strategy # 4 - Career and College Cross-District Integration Opportunities

Type of Strategy: Career/College readiness and rigorous coursework for underserved students, including students enrolled in the ALC.

Narrative:

YMIC employs an Integration Coordinator. In collaboration with School Counselors, the YMIC Integration Coordinator will coordinate YMIC student events, plans, and communicate with all YMIC stakeholders, including all the YMIC school district partners, business, and professionals as well as post-secondary institutions. The events offered for YMIC students are regional college visits, career expos and college fairs and business tours, first generation events, industry tours, financial aid seminars, employer panels, along with other activities that introduce students to the importance of college and specialized training after high school. Through organized collaborative events, students will have the opportunity to participate in culture sharing, social integration, career and college readiness skills, and leadership skills. Students will have a better acknowledgment of the land they reside on.

Strategy #5 - Summer STEAM Program

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:

- 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.
- Increases access to effective and diverse teachers.

Narrative:

The Summer Academy will serve students at YME through supplemental academic support by designing interactive STEAM Academy classes that engage students in hands-on learning.

Grade levels to be served: YME Middle/High School Grades 6-12

Location of services: Renville County West, Lakeview, Yellow Medicine East, and Canby MS/HS (YMIC Partner Schools) and Minnesota West Community and Technical College, Granite Falls and Canby Campuses.

Certified and Non-certified support staff in supplementing ELA and Mathematics deficiencies through direct instruction during the summer months. These strategies carry over into all of our hands-on activities. Students have the opportunities to share in enhanced hands-on activities that implement their newly acquired skills through instruction.

Summer STEAM Programs: “Hands-On.” “Rigorous.” “Fun.” High-quality summer learning programs have been shown not only to improve reading and math skills, but to increase graduation rates and post-secondary success as well. STEAM summer programs in particular offer a unique and multifaceted opportunity to maintain and build core skills in math and literacy during the high-risk summer months. They do so by engaging young people in hands-on, inquiry-based learning that motivates students by immersing them in activities with real-world application, without the stigma of traditional summer school.

Strategy #6 - Success Coach

Type of Strategy: Career/College readiness and rigorous coursework for underserved students, including students enrolled in the ALC.

Narrative:

Yellow Medicine East will continue to build and implement their comprehensive two-year and four-year college and workforce readiness program. Students in grades 6-12 will participate in Ramp Up to Readiness. Students will build college and work profiles and will meet with the YME Success Coach, who will help them create their individual plan for matriculation to a post-secondary institution, the military or a career path of their choice. The strength of the program will be the result of the student, parent and school collaboration with a focus on the 5 pillars of readiness; Financial, Academic, Personal/Social, Admissions, and Career. With this plan in place, our hope is that YME students will be successful at the postsecondary institution of their choice. For those students entering the workforce our goal is to have them ready with a polished resume, interviewing and soft skills as well as organizational and time management skills.

Goal #2: YME student’s access to effective educators who are trained annually in local Dakota political history and Indigenous history will increase from 0% (baseline established during year 1) in 2024 to over 75% in 2026.

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

Goal type: Teacher Equity

Key Indicators of Progress (KIP) - GOAL #2: Teacher Equity

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 2024	Target 2025	Target 2026
Strategy #1 – Staff Training - local and Indigenous history: % of Staff trained in local Dakota political history and Indigenous history will use this knowledge in their classroom will increase from 0% (baseline established during year 1) in 2024 to over 75% in 2026.	0%	60%	75%
Strategy #2 – Grow your own - Intro to Education - Yellow Medicine East will offer an Intro to Education class through MRV CTE (Minnesota River Valley CTE). Students of all races and economic backgrounds will have the opportunity to complete a semester course and gain 3 college credits from Minnesota West Community and Technical College.	4	5	6

Strategies

Strategy #1 -Staff Training - local and Indigenous history

Type of Strategy: Equitable access to effective and more diverse teachers.

Narrative:

The training to create a safe and welcoming environment for all student learners. Learning the history of where the school stands will continue to create respect and support for all students and their individual learning styles, and the students’ life experiences are viewed as an important source of knowledge. The intent of the program is to gain knowledge, classroom curriculum, and skills that can be used when engaging in a new situation/culture, rather than focusing on specific cultural knowledge.

Strategy #2 - Grow your own - Intro to Education

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

Narrative:

MDE created an initiative called the Grow Your Own (GYO) programs. GYO is a partnership between educator preparation programs, school districts or charter schools, and community organizations that recruit and prepare local community members (e.g., parents, paraeducators, non-certified school staff, high school students) to enter the teaching profession and teach in their communities.

MDE’s GYO program, increasing the diversity of educators in the classroom benefits all students, especially those from historically marginalized populations, who often do not see educators who look like them during their time in school. Some GYO programs assist adults who are interested in entering the teaching profession by providing stipends, scholarships, unique student teaching or field placement experiences, and other options to help them in pursuing a career in education. In addition, many GYO programs create opportunities to help secondary students explore teaching as a profession through Introduction to Education courses, future educator clubs, and other activities that help them see teaching as a promising career field after they have completed their postsecondary education.

YME’s GYO program partners with MNWest Community and Technical and YME teachers to encourage and recruit high school students who are interested in education to have the opportunity to take a PSEO level Intro to Education course through MNWest. Students will also have the opportunity to have classroom placement experience through On the Job Training classes within the PreK-12 YME school system. YME will also make strong efforts to have Intro to Education students placed locally within Yellow Medicine East.

Goal #3: The percentage of students in the Native American and Hispanic student group will increase their consistent attendance rate by 2% each year through their positive connection to the school with the Cultural/Family Liaisons.

Aligns with WBWF area: All students graduate from high school

Goal type: Achievement

Key Indicators of Progress (KIP) - GOAL #3: Achievement

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 2024	Target 2025	Target 2026
Strategy #1 – Academic Intervention Specialists: % of students the Academic Intervention Specialist will meet with those who are not at or above grade level for making adequate progress toward graduation	58%	60%	65%
Strategy #2 – Cultural/Family Liaisons – Attendance: % of students in the Native American student group will increase their attendance each year through positive connection to the school.	Baseline established in year 1	2%	4%

Strategies

Strategy #1 - Academic Intervention Specialists- Reading Specialist and Hispanic/Cultural Liaison - Books with representation and in-home language.

Type of Strategy: All students graduate from high school

Narrative:

Academic Intervention Specialists will support students in developing proficient reading skills that will support their academic growth. Academic Intervention Specialists will work extensively with students to help them improve specific reading skills such as phonemic awareness, phonics, fluency, vocabulary and comprehension.

Academic Intervention Specialists will work with classroom teachers to provide local assessments that are used to identify students who are not at grade level or who are needing support in phonemic awareness, phonics, fluency, vocabulary or comprehension. Academic Intervention Specialists, along with classroom teachers, will review the assessment data and will identify students who are in need of Tier II and/or Tier III interventions. Following the identification of these students, the Academic Intervention Specialists will work with the classroom teacher to create a schedule for interventions that fits the needs of the student. Academic Intervention Specialists will provide Tier II and Tier III interventions based on the assessment data collected and teacher observations.

The outcomes for students who are receiving interventions includes bringing them to grade level in their reading skills and providing them with the skills necessary to continue to see academic progress. Academic Intervention Specialists, along with classroom teachers, will provide parents with information on their interventions and progress. Priority for interventions will be given to students in grades K-2 to obtain interventions, but our Academic Intervention Specialists will also serve as a specialist for students in grades 3-5 and will provide support as needed.

The Academic Intervention Specialist will work closely with Elementary and MS/HS Liaisons to purchase books that represent the students they serve. It is of the utmost importance for the student to see themselves and their family values with the stories they hear and read.

Strategy #2 - Cultural/Family Liaisons - Attendance

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative:

When gathering meaningful input, community members and leaders spoke to and asked for a staff who could support students' barriers in attending school. The liaisons will build positive relationships between staff and families by facilitating communication between school staff and families. Liaisons will build a trusting and caring relationship with students and provide mentorship to them. Liaisons will have regularly check-in with students and provide support to address specific needs around attendance.

Hispanic/Cultural Liaison will support all Hispanic students academically with Liaison will build a trusting and caring relationship with students and families and provide mentorship to them. Liaison will communicate between school and families to make sure all announcements and school related information is understood in their native language. The Liaison will also create a space for students to come and feel included within YME. Hispanic liaison will use bilingual abilities within the school district to make sure families understand that students are on track to graduate. The staff will assist in connecting families new to the community with registering for classes, to help with success in classroom, ongoing communication between families and school, connect and assist with resources for career and college, help students feel welcome/safe and function effectively in a new school environment, create connection to first generation opportunities, and improve parent's access to school and community resources. Liaisons will build a trusting and caring relationship with students and provide mentorship to them.

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)).

All YMIC initiatives planned for 2024-2026 are a continuation of past successful integration practices or new programming. The YMIC will work collaboratively to promote Career & College Readiness strategies that we can share and promote in our individual districts as well as our region. The Integration Coordinator will continue to plan activities and events for all seven YMIC member districts. The frequency and duration of each activity will be dependent upon School Counselors, IPAC, YMIC Collaborative Council input. Our collaborative works hard to be unified in how we approach opportunities and access for our students. We also continue to work together to create more collaborative opportunities and find new and creative ways to provide services that will benefit our students. More work continues to be done on the Career Technical Education as well as the access for all students to college. We will continue to partner with the Private Industry Council, MN West Technical College and South West Minnesota State University, the National Guard, SWWC Coop, and DEED

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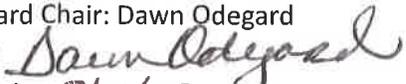
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Signature: 

Date Signed: 3/13/23

School Board Chair: Dawn Odegard

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