

## Achievement and Integration Plan

July 1, 2023 to June 30, 2026

**District ISD# and Name:** #414 Minneota Public Schools

**District Integration Status:** *Adjoining*

**Superintendent:** *Scott Monson*

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**Plan submitted by:** *Scott Monson*

Title: *Superintendent*

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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: YMIC (Yellow Medicine Integration Collaborative)

1. *YME (Yellow Medicine East): RI - Racially Isolated*
2. *Renville County West: RI - Racially Isolated*
3. *Dawson-Boyd: A - Adjoining*
4. *Canby: V - Voluntary*
5. *Lakeview: V - Voluntary*
6. *Ivanhoe: V - Voluntary*

### 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 1 [below]. 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: [Scott Monson](#)

Signature: *Scott J. Monson*

Date Signed: March 21, 2023

School Board Chair: [Abby Thostenson](#)

Signature: *Abby Thostenson*

Date Signed: March 21, 2023

### 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:

- *Canby, Superintendent – Ryan Nielsen*
- *Canby, MS/HS Principal – Robert Slaba*
- *Dawson-Boyd, Superintendent – Troy Ferguson*
- *Dawson-Boyd, MS/HS Principal – Ryan Stotesbery*
- *Dawson-Boyd, Elementary Principal – Amy Hiedeman*
- *Ivanhoe, Elementary Principal – Patricia Lindeman*
- *Lakeview, Superintendent – Chris Fenske*
- *Minneota, Superintendent – Scott Monson*
- *Minneota, Elementary Principal – Jennifer Mahan-Deitte*
- *Minneota, MS/HS Principal – Heather Anderson*
- *Renville County West, Superintendent – Doug Froke*
- *Yellow Medicine East, Success Coach/Integration Coordinator – Leah Schueler*
- *Yellow Medicine East, Superintendent – Rich Schneider*
- *Yellow Medicine East, Elementary Principal – Lisa Hanson*
- *Yellow Medicine East, MS/HS Principal – Jana Anderson*

The YMIC Council convenes in August/September and January/February each school year. The council is designed to give each school district a voice in the events and activities that are included in the Yellow Medicine Integration Collaborative Achievement and Integration Plan. Integration events are designed to help the students of the YMIC have greater knowledge and understanding of the choices and pathways that exist for being successful and ready for a postsecondary path as well as a career path. The council directs the YMIC Integration Coordinator, who in turn works with the YMIC District's staff and personnel to arrange events that are age appropriate and successfully meet the needs of the students and the goals of the collaborative.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval. 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](mailto: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 CREDITS IN TWO OR MORE CTE OR COLLEGE-LEVEL COURSES WILL INCREASE FROM 97.6% IN 2023 TO 100% IN 2026.**

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

**Goal type:** *Integration*

**Strategy #1:** *Minneota Public Schools will plan and hold an annual registration orientation for all 7th-12th grade students.*

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

**Narrative description of this strategy.** *The school counselor and other school staff will discuss with students the Minneota Public Schools' graduation requirements and college entrance requirements. The school counselor and staff will also explain courses students should consider registering for that will help them in various career fields. The school counselor and staff will work with students and their families and discuss their post-graduation plans. This discussion helps students make informed decisions about the courses they could and must take to meet graduation requirements and help set them up for their post-graduation plans. Family engagement opportunities for parents and families will be provided to acquire skills and knowledge to help them support their child's academic and social/emotional needs. Minneota Public Schools' staff will hold an annual registration orientation for all 7th-12th grade students. The primary focus of this strategy is to equip families and parents with the necessary tools and support to assist their child to graduate and be successful after graduation.*

Location of services: *District*

**Strategy #2:** *Minneota Public Schools will plan and hold individual meetings with all families with a child/student who has a 3.0 GPA [or higher], making that student eligible to register for and take CTE and college-level courses.*

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

**Narrative description of this strategy.** *The Minneota Public Schools’ staff will meet with each student and his/her family to discuss additional course opportunities. This collaboration makes families aware of CTE and college-level opportunities and graduation requirements. Family engagement opportunities for parents and families will be provided to acquire skills and knowledge to help them support their child’s academic and social/emotional needs. Minneota Public Schools’ staff will hold an annual registration orientation for all 7th-12th grade students. The primary focus of this strategy is to equip families and parents with the necessary tools and support to assist their child to graduate and be successful after graduation.*

Location of services: *District*

**Strategy #3: Career and college planning and exploration**

**Type of Strategy:** *Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC and Integration.*

**Narrative description of this strategy.** *Minneota Public Schools provides multiple ways for students to explore their skills, personalities, and make plans for their continued education, careers, and lifestyles: ACT, PSAT testing, Accuplacer Testing, ASVAB, Interest Assessments, MCIS resources, and YMIC Career & College Events. We will actively work to design activities that relate to our student’s personal interests, goals, and challenges that they face in both their local schools and global communities. We will explore opportunities for the YMIC partner districts to collaborate with MN West to offer Hybrid Vocational classes in Career and Technology areas. As a result of our efforts, students will have an understanding of what they must do to be accepted to a post-secondary institution and be successful once they attend college. College visits help students to learn to navigate the college process and to feel more motivated to pursue education beyond high school. These activities provide background on potential careers, pathways, admission requirements and affordability.*

Location of services: *District and area colleges, universities, and trade schools*

**Strategy #4: Career and college planning and exploration into district integration opportunities**

**Type of Strategy:** *Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC and Integration.*

**Narrative description of this strategy.** *YMIC employs an Integration Coordinator. In collaboration with School Counselors, the YMIC Integration Coordinator will organize YMIC student events, and plans, and communicate with all YMIC stakeholders, including all the YMIC school district partners, businesses, 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, 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. In addition, we plan on attending a number of integration activities that will help students grow in their cultural competency. In previous years, these activities have included things like: 4th Grade College Experience at SMSU, 9th Grade Career Academy at MN West, 9-12 art students at the YMIC Art day, 7th grade Diary of Anne Frank Presentation, and necessary supplies for these activities.*

Location of services: *SMSU (Southwest MN State University), other organizations in Southwest Minnesota and the state.*

**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 2024	Target 2025	Target 2026
<i>Strategy #1: Parent/Family attendance at the annual registration orientation for 7<sup>th</sup>-12<sup>th</sup> grade students.</i>	30%	35%	40%
<i>Strategy #2: Parent/Family attendance at family meetings [with a student having a 3.0 GPA or higher].</i>	50%	55%	60%
<i>Strategy #3: The percentage of students completing grade 11 earning credits in two or more CTE or college-level courses will increase from 97.6% in 2023 to 100% in 2026.</i>	98%	99%	100%

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 #4: Percentage of eligible students participating in each cross-district [YMIC] activity or event.	75%	80%	85%

**GOAL #2:**

**THE PERCENTAGE OF MINNEOTA PUBLIC SCHOOLS STUDENTS WITH ACCESS TO EFFECTIVE TEACHERS TRAINED IN EQUITY LITERACY WILL INCREASE FROM 0% IN 2023 TO 75% IN 2026.**

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

**Goal type:** Teacher Equity

**Strategy #1: Equity literacy training**

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

**Narrative description of this strategy.** Minneota Public Schools will develop internal opportunities, and offer/support external opportunities, for licensed staff to attend and participate in training on various aspects and components of equity, with the goal of identifying and eliminating inequitable opportunities for students. After completing training, staff will have an increased understanding of racial, cultural, and socioeconomic groups and staff will be able to apply the knowledge to better serve the students and families in our school district. This will impact all students in our district by providing access to teachers who are more aware of equity competencies and strategies and who can better meet the varied needs of all learners.

**Location of services:** Minneota Public Schools; possible off-site regional professional development training, workshops and conferences; potential online training and workshops; State of Minnesota.

**Strategy #2: Encouragement of additional and ongoing professional development for licensed staff**

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

**Narrative description of this strategy.** Each year, our administration will ensure that students of ethnic diversity, free- or reduced-meal students, English Learners, and special education students will have equitable access to highly-qualified teachers. Using data, classrooms will be balanced in the most equitable way possible. In the 2022-2023 school year, our district had 6.7% of teachers who were in their first three years of teaching. The vast majority of our teachers hold appropriate licensed and received a rating of proficient or higher on the district’s teacher evaluation process. Because of this, we feel there are no statistically-significant disparities between student groups in our district relative to access to effective and in-field teachers. Because of our location in rural southwest Minnesota, we are challenged by low applicant pools and limited diversity within our pool. Because of the low applicant pool, it is important to retain the teachers we have. Teachers are provided mentors and belong to Professional Learning Communities that meet weekly. We are also a QComp district and have established district and school SMART goals. We are fortunate to have the high-quality licensed staff that we do – 40% have attained their Master’s Degree – and have limited turnover.

Location of services: Each school and classroom.

**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 2024	Target 2025	Target 2026
Strategy #1: Minneota Public Schools students’ access to effective educators trained in equity literacy will increase from 0% in 2023 to 50% in 2026.	20%	35%	50%
Strategy #2: The percentage of licensed staff who have attained a Master’s Degree [or higher] will increase by 3% annually.	32%	35%	38%

**GOAL #3:**

**BY THE SPRING OF 2026, THE ACHIEVEMENT GAP BETWEEN NON-WHITE STUDENTS AND WHITE STUDENTS WILL DECREASE BY 3%, AS ASSESSED BY THE READING MCAS. THERE WILL BE NO MORE THAN A 12% IN PROFICIENCY WHEN THE TWO GROUPS ARE COMPARED.**

Student Group	Exceeds	Meets	Partially Meets	Does Not Meet	# of Students	% Proficient	Achievement Gap
Ethnic [Non-White]	5	10	7	9	31	48.4%	15.0%
White	38	118	53	37	246	63.4%	

**Aligns with WBWF area:** Reducing the disparities in academic achievement among all students and specific categories of students, excluding the categories of gender, disability, and English learners.

**Goal type:** Academic Achievement

**Strategy #1:** LETRS (Language Essentials for Teachers of Reading and Spelling) training for all general education reading teachers and interventionists.

**Type of Strategy:** Professional Development Opportunities Focused on Academic Achievement of all Students

**Narrative description of this strategy.** The elementary general education reading and intervention (Title 1 and ESL) teachers will complete the comprehensive LETRS training and implement the training into their teaching and learning practices. The professional development will assist with reconstructing foundational learning in the lower elementary grades. Following the training, teachers will draft curriculum maps to complete a vertical alignment of the content being taught and the skills being asked to master in each grade.

Location of services: Minneota Elementary

**Strategy #2:** High School Cultural Awareness and Culturally Responsive Professional Development

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

**Narrative description of this strategy.** A component of effective practice [in education] research is accumulated successful practice. To support non-white [but really all] students who are at risk of not achieving success and/or who are at risk of not being ready for the next grade or level of learning, we want to be able provide effective teachers who are grounded in successful teaching and learning practices focused on cultural awareness and culturally responsive teaching and learning practices.

Location of services: Minneota Secondary

### 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 2024	Target 2025	Target 2026
Strategy #1 and #2: By the spring of 2026, the achievement gap between non-white and white students will decrease by 3%, as assessed by the Reading MCA.	14%	13%	12%
Strategy #1 and #2: The percentage of teachers responsible for teaching English Language Arts to students in grades K-8 who will have completed LETRS training will increase from 0% at the start of the 2022-2023 school year to 90% by the end of the 2025-2026 school year. These teachers will include [at a minimum] all general education reading teachers PK-6, the ESL teacher, the Title I reading teacher, and specialists.	67%	80%	90%

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
<i>Strategy #1 and #2: By the summer of 2026, 100% of English-language arts curriculum grade level pacing guides will be completed to vertically align content and identify mastery skills at each grade.</i>	33%	67%	100%
<i>Strategy #2: The percentage of MPS staff members who successfully complete required staff development in cultural awareness and culturally responsive teaching and learning.</i>	65%	75%	85%

## 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 does several things that create efficiencies and eliminate duplicative programs. This plan is in alignment with our World’s Best Workforce Plan. This plan allows us to address identified and immediate needs for typically underrepresented students districtwide for all students. This plan allows for intentional actions, events, planning, and activities for students who we know have needs that we need and want to address.*

*All YMIC initiatives planned for 2023-2026 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, administrators, and the YMIC Collaborative Council input. Our collaborative works hard to be unified in how we approach opportunities and access for all of our students. We will 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 STEM education. We will continue to partner with the Private Industry Council, MN West Technical College and South West Minnesota State University, the National Guard, and DEED.*

*Members of the YMIC Collaborative share in the responsibility of the costs to operate the inter-district integration and achievement collaborative. Each member district receives 100% of integration and achievement funding and remits payment to the Collaborative Fiscal Host (Yellow Medicine East) for expenses incurred by the collaborative and for pro-rated costs for an Integration Coordinator. Collaborative expenses are determined based upon student count ratios. Collaboration meetings with the superintendents of the districts of: Canby, Dawson-Boyd, Ivanhoe, Lakeview, Minneota, Renville County West, and Yellow Medicine East are held in Granite Falls [Yellow Medicine East].*