



Achievement and Integration Plan Form July 1, 2022 to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

District ISD# and Name: ISD 761- Owatonna Public Schools

Title of Person submitting Report: Michelle Krell- Director of Teaching and Learning

District Integration Status: Blooming Prairie Public Schools District

Phone: 507.444.8603

Email: mkrell@isd761.org

Superintendent Name: Jeff Elstad

Superintendent Phone Number: 507.444.8610

Superintendent Email: jelstad@isd761.org

Racially Identifiable Schools within District (N/A for Owatonna)

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. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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:

1. Blooming Prairie Public Schools

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 (enter name) Jeff Elstad

Signature: _____ Date Signed: _____

School Board Chair (enter name) Mark Sebring

School Board Chair 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 in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): LyAnne Jim Date Signed: _____

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:

Jeff Elstad- Superintendent Owatonna Public Schools
Chris Staloch- Superintendent Blooming Prairie Public Schools
Michelle Krell- Director of Teaching and Learning Owatonna Public Schools
Martina Wagner- Owatonna Educational Equity/Multilingual Coordinator
Heather Bae- Owatonna Middle School EL Teacher
Hollie Jeska-Owatonna Assistant High School Principal
Muna Hersi- Owatonna Parent
Melina Caballero- Owatonna Success Coach
Wendy Eggermont- Owtonna Teaching and Learning Coordinator
Rebecca Moore- Owatonna Community Member/Parent
Ali Mach- Assistant Principal Blooming Prairie
Jenna Volgarino- Blooming Prairie Teacher
Jennifer Thomas- Blooming Prairie Teacher
Michelle Southworth-Blooming Prairie Teacher
Nate Piller- Blooming Prairie Teacher

Community Collaboration Council for Racially Identifiable School(s): _____

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)).

Enter SMART Goal #1: By June 2025, decrease the percentage of content area (ELA, Math, Social Studies, and Science) failures by protected class students by 1.5% each year as measured by semester grade achievement.

Choose a WBWF goal area:

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

- 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.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

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

Goal type: Achievement Disparity

Objective 1.1: To expand co-teaching of core content and grade level teams-- for protected class and underserved and protected class students by June 2025.

Objective 1.2: To continue to implement co-teaching support programs and services--as defined by district WBWF, and Strategic Plan—for protected class and underserved and protected class students by June 2025.

Strategies

Strategy Name (1.1 & 1.2): Co-Teaching Programming and Teacher CLR Advancement through support for Educational Equity Coordinator and Co-Teaching Collaboration Specialist

Choose the Type of Strategy: CLR and Co-Teaching 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:

- Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Option 2: Provides school enrollment choices.
- Option 3: Increases cultural fluency, competency, and interaction.
- Option 4: Increases graduation rates.
- Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy

Strategy 1.1 & 1.2	Description
Achievement: Professional Development and Instructional Coaching	
1.1 Educational Equity Coordinator	The Educational Equity Coordinator coordinates initiatives related to diversity and inclusion as well as oversight. Coordinate equitable learning opportunities (PreK-12) in alignment with the district's equity commitment and goals. The EEC works cooperatively with school administrators and provides leadership and professional development for staff in integration/educational equity programs, culturally responsive instruction, and Co-teaching. The EEC works closely with the Co-Teaching Collaboration Specialist to support and supervise programs and services.

1.2 Co-Teaching Collaborating Teacher/Specialist	<p>The Owatonna High School Co-Teaching Collaboration Specialist will collaborate with staff to provide supplemental experiential learning opportunities in co-taught classrooms that will help maximize understanding of core standards curriculum content and introduce equitable access to core content. The Co-Teaching Collaboration Specialist will serve as a co-teacher and a cultural and linguistic instructional support to bridge learning for protected class students in the mainstream classroom. This position is intended to build the capacity of all staff to be responsive to academic disparities of protected class students and to connect cultural and linguistic classroom instruction to the learners in specific core courses.</p> <p>90% Student Contact 5% Indirect Student Contact-Teacher Support 5% Parent and Family Engagement</p>
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1.1 Narrative description of Educational Equity Coordinator strategy.

The EEC will engage in achievement and integration data collections and review of strategies and implementation with key stakeholders. This position will have a direct impact on student services through providing and working closely with staff members on focused instruction and engagement in accessibility and recruitment of protected class students into personalized pathways, core content access, and college and career readiness opportunities.

The EEC will have specific oversight of:

1. CLR Professional Development
2. CLR Success and Instructional Coaches
3. Co-Teaching Professional Development
4. Co-Teaching Instructional Coaching
5. Oversight of 9-12 Equity Coach and Success Coaches
6. AI Data Collection and Review for Strategies and Goals, Plan review, and revisions
7. Collaboration with Adjoining District and Integration Organization

1.2 Narrative description Co-Teaching Collaboration Specialist strategy.

The Owatonna High School Co-Teaching Collaboration Specialist will collaborate with staff to provide supplemental culturally relevant experiential learning opportunities in and out of the classroom that will help maximize understanding of core standards curriculum content and introduce equity, race, pluralism, and social justice education.

The Co-Teaching Collaboration Specialist will serve as a co-teacher and an equity instructional support to bridge learning from CLR training to classroom implementation.

This position is intended to build the capacity of all staff to be responsive to academic disparities of protected class students and to connect equitable and responsive classroom instruction to the learners in specific core courses.

The Co-Teaching Collaboration Specialist will work closely with the Educational Equity Coordinator and building teams designated to analyze school data (Equity team, Professional Learning Committee, Multi-tiered Systems of Support, and Data Teams) to develop action plans to ensure educational equity for all students.

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.	2023 Target	2024 Target	2025 Target
The percentage of protected class students enrolling into co-taught courses will increase by 5 percentage points each year. 2021 enrollment is 25.	25%	30%	35%
The percentage of protected class students failing content area courses will decrease by 1.5 percentage point each year.	20%	18.5%	17.0%

Enter SMART Goal #2: By June 2025, close the achievement gap for racially, ethnically and economically segregated students by 1.5% (reading) and 1.5% (math) as measured by Minnesota Comprehensive Assessments.

Choose a WBWF goal area:

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

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.

Increasing racial and economic integration

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Goal type: Achievement Disparity & Integration

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

Goal type: Achievement Disparity **Goal type:** Integration

Objective 2.1: To expand Rising Scholars support programs and services--as defined by district WBWF, and Strategic Plan--for protected class and underserved and protected class students by June 2025.

Objective 2.2: To offer Summer Sampler --as defined by district WBWF, and Strategic Plan--for protected class and underserved and protected class students by June 2025.

Strategy Name and Number 2.1 & 2.2 Enter: Cross Collaborative Summer STEAM Camp and Rising Scholars

Choose the 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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy.

Enter location of services: K-12 Owatonna Public Schools

Strategy 2.1 & 2.2	Description
Achievement and Integration: Cross Collaborative Summer STEAM Camp and Rising Scholars	
2.1 One Week Summer STEAM Enrichment Program for Middle School Students	<p>In collaboration with Owatonna’s Equity and Integration team a 6-8 summer sampler will be offered in June 2023, 2024, and 2025. This sampler week will work with our Cross-District Collaborative to host a STEAM camp. The camp will bring together students from adjoining districts to learn:</p> <ol style="list-style-type: none"> 1. How people of diverse backgrounds have influenced the STEAM fields. 2. Enrichment opportunities to STEAM concepts 3. Integrative collaboration with a variety of diverse students and abilities. 4. An integrative approach to STEAM through a variety of curricular lenses.
2.2 Rising Scholars	<p>The OPS Rising Scholars Program will be a Talent Development Service focused on high ability learners from historically underrepresented groups in programming for academically talented students. Rising Scholars includes high ability students who are culturally diverse, economically diverse, linguistically diverse. The goal of the Rising Scholars Program is to provide support to raise students’ achievement levels, so students may qualify for cluster classrooms and other advanced academic programming in the future. The students selected for Rising Scholars programming are in grades 3-5. The students are high ability, but they do not yet qualify for cluster classrooms. The Rising Scholars Program includes a rich, academic curriculum in both math and reading. Professional Development for Rising Scholar Cluster Teachers will be provided both on an annual basis and through job-embedded training. Cluster teachers will be provided regular collaboration among teachers in a school or across grade levels with an instructional leader to work on better strategies and practices for teaching.</p>

Narrative description of strategies:

2.1 The STEAM Summer camp will intentionally provide differentiated instruction to allow for the most accessibility to STEAM content and pedagogy. The camp will allow for opportunity for exposure to a diverse blend of students by both economic and ethnic diversity. There will be a focused effort embedding a highly effective and diverse staff, STEAM coordinator, and high quality content and experiences. These opportunities will prioritize students in both protected or underserved populations, but will be open to ALL students.

2.2 The OPS Rising Scholars Program is a Talent Development Service focused on high ability learners from historically underrepresented groups in programming for academically talented students. Rising Scholars includes high ability students who are culturally, economically, and linguistically diverse.

The goal of the Rising Scholars Program is to provide support to raise students’ achievement levels, so students may qualify for cluster classrooms and other advanced academic programming in the future. The students selected for Rising Scholars programming are in grades 3-5. The students are high ability, but they do not yet qualify for cluster classrooms.

The Rising Scholars Program includes a rich, academic curriculum in both math and reading. The curricular materials for Rising Scholars are research-based and designed to increase academic skills and critical thinking in high ability students.

At the elementary level, OPS will use the *Cognitive Abilities Screening (CogAT) Form* as part of the identification process for Talent Development Services. The *CogAt* is a group-administered assessment which measures students’ developmental thinking, reasoning abilities, and problem-solving abilities and provides insight into students’ ability and potential to engage in abstract thinking and advanced coursework.

Professional Development for Rising Scholar Cluster Teachers will be provided both on an annual basis and through job-embedded training. Cluster teachers will be provided regular collaboration four times throughout the school year among teachers in a school or across grade levels with an instructional leader to work on better strategies and practices for teaching.

Rising Scholar teachers will attend an institute that will train on the Talent Development philosophy and strategies to implement in both planning and instruction. High quality professional development will be grounded in day-to-day teaching practice, and designed to enhance teachers' instructional practices around content through the expertise of Teaching and Learning Coaches.

The work will be supported strategically through curriculum planning time, coaching sessions, and responsive feedback based on walk throughs and classroom observations.

Consultation and Training will be provided by outside experts with support of in-house instructional coaches. Location of services: All Elementary Sites: Lincoln, McKinley, Washington, and Wilson

Key Indicators of Progress (KIP)

Targets indicate the decrease in gap (difference) in Math and Reading Proficiency rates.

Close the Achievement Gap Among All Students	READING Target 2023	READING Target 2024	READING Target 2025	MATH Target 2023	Math Target 2024	MATH Target 2025
Hispanic/LatinX	23	21.5	20	26	24.5	23
Black/African American	25	23.5	22	29	27.5	26
Two or more Races	13	11.5	10	11	9.5	8
Students of Color	21	19.5	18	25	23.5	22
FRP	29	27.5	26	30	28.5	27

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

GOAL # 3: By June 2025, increase satisfaction of family and student engagement opportunities from 50% engagement to 70% as measured by yearly survey results and parent attendance data.

Choose a WBWF goal area:

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

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

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

Goal type: Achievement Disparity **Goal type:** Integration

Objective 3.1: To build effective relationships with PK20+ families by June 2025 through development and expansion of support services for underserved and protected class students.

Objective 3.2: To build effective relationships with PK20+ families by June 2025 through culturally responsive and equitable practices and improved communication (verbal and written home language, timeliness).

Objective 3.3: To build effective relationships with PK20+ families by June 2025 through building led efforts aligned to the district Achievement and Integration plan and documented in the building school improvement plan.

Strategy Name Success Coach Implementation

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

Strategy Name and Number 3.1 & 3.2 Enter: Success Coaches and Student Support Specialist

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

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy

Enter location of services: K-12 Owatonna Public Schools

Strategy 3.1 & 3.2	Description
Achievement: Success Coaches and Student Support Specialist	
Success Coaches	The Success Coach facilitates communication between students, their families and Owatonna Public Schools. The Success Coach encourages and empowers all protected class students and their families to become active participants in the educational activities and programs of their children. The primary purpose of the Success Coach is to ensure successful education for all students. To increase student and family engagement the success coaches will interact with protected class students and families to enhance and support the student's educational experience and ensure equitable academic access and success.
Student Support Specialist	The Social Worker/Counselor will focus on providing services to our protected population at the HS and monthly check-ins for Young Scholars.

3.1 Narrative description of Success Coach Strategy: . The Success Coach facilitates communication between students, their families and Owatonna Public Schools. The Success Coach encourages and empowers all protected class students and their families to become active participants in the educational activities and

programs of their children. The primary purpose of the Success Coach is to ensure successful education for all students.

To increase student and family engagement the Success Coaches will:

- Interact with students and families at risk to enhance and support the student's educational experience and ensure equitable academic access and success.
- Encourage and empower students and their families to participate in educational activities and programs.
- Facilitate and improve communication between the Owatonna Public Schools, students and families at risk.
- Provide conflict resolution when needed, including but not limited to: absenteeism, tardiness, difficulty with school work, behavior issues, equity awareness, discrimination and social issues.
- Support content core through co-teaching and CLR Strategies
- Participate in and assists with development of programs to provide equity and diversity training and awareness for students and staff.

3.2 Narrative description of Student Support Specialist: The REACH Program follows a schedule each week and consists of weekly check-in /goals, character building exercises, and academic days.

Weekly Check-in/Goals Group

During weekly check-in, students share about how they are doing in the arena of their social and family lives in a small-group setting. The Goals Group allows students to reflect upon the Academic, Individual, and Family goals they have identified in REACH, and the progress they have made each week toward obtaining them. Group members have the opportunity to offer feedback and support in assessing each member's level of commitment to making progress.

Character Building Exercises

REACH students work as a group to build problem-solving and life skills through a variety of experiential exercises. These fun activities help the teams build close, supportive relationships as they develop skills they can carry with them into adult life. Some of these skills have included physical fitness, team problem solving, planning for the future, and community outreach, giving back.

Academic Days

Three days a week REACH students are provided with an opportunity to focus on their core required classes and receive one-on-one tutoring from the REACH staff when needed. The REACH staff work closely with the instructors to collaborate on each student's academic progress. Students are reminded often of their responsibility to complete the course work required in order to reach their goal of graduating.

Student Support Specialist will attend a summer institute that will train on the REACH philosophy and strategies to implement in both planning and instruction. This institute will be offered in the summer of 2022 and supported throughout the school year 2025 and beyond.

The work will be supported strategically through curriculum planning time, coaching sessions, and responsive feedback based on walk throughs and classroom observations.

Training will be provided by outside experts with support of in-house instructional coaches..

Location of services: Middle School Expansion and Secondary Focus

Key Indicators of Progress (KIP)

Targets indicate the decrease in gap (difference) in Math and Reading Proficiency rates.

Close the Achievement Gap Among All Students	READING Target 2023	READING Target 2024	READING Target 2025	MATH Target 2023	Math Target 2024	MATH Target 2025
Hispanic/LatinX	23	21.5	20	26	24.5	23
Black/African American	25	23.5	22	29	27.5	26
Two or more Races	13	11.5	10	11	9.5	8
Students of Color	21	19.5	18	25	23.5	22
FRP	29	27.5	26	30	28.5	27

Key Indicators of Progress (KIP) Family Engagement Participation

Parent and Family Engagement Participation	Target 2023	Target 2024	Target 2025
Hispanic/LatinX	50	60	70
Black/African American	50	60	70
Two or more Races	50	60	70
Students of Color	50	60	70
FRP	50	60	70

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 will help us focus our efforts on protected class students, closing gaps through asset based programming and professional development that will help staff directly impact students from every level and program in our organization. District leadership will work to coordinate these efforts and adopt strict strategic delimiters to keep us from duplicating programming. Many of these strategies will align fully with our strategic plan.