

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: 0745: Albany Area Schools

District Integration Status: A

Superintendent: Travis Okerlund Phone:
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Plan submitted by: Laura Roelike

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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)
2. 0213 – Osakis Public School District (A)
3. 0741 – Paynesville Public School District (A)
4. 0743 – Sauk Centre Public School District (A)
5. 2364 – Belgrade-Brooten-Elrosa Public School District (A)
6. 2753 – Long Prairie-Grey Eagle School District (A)

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: Travis Okerlund

Signature:

Date Signed: March 8, 2023

School Board Chair: Matt Kreuzer

Signature:

Date Signed: March 8, 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.

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): _____ 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.

Members: Ashley Brock and Brittany Ethen

Council members felt that the support we were giving to our struggling readers was beneficial to closing the achievement gap in the area of reading. They were also excited to hear about the Lake Wobegon Collaborative we have for our middle school students as they feel it is important for students in our district to connect with students of other cultures. They did not have any specific suggestions to add to our plan.

Multidistrict Collaboration Council: Wendy Barutt (Melrose), Nikki Linscheid (Sauk Centre), Randal Bergquist (Osakis), Jenelle Herkenhoff (Osakis), Barton Rud (Long Prairie-Grey Eagle), Cassie Akerson (Paynesville), Jackie Campbell (Paynesville), Becky Carlson (Belgrade-Brooten-Elrosa), Laura Roelike (Albany)

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 in grades 2-5 receiving free or reduced priced meals who demonstrate typical or aggressive growth on the FastBridge aReading assessment as measured from Fall to Spring will increase from 64.8% in 2022 to 70.8% in 2026.

Aligns with WBWF area: Enter one of the following:

- All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Strategies

Strategy Name and #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:

- ☒ 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 description of this strategy.

Using benchmark assessment data from FastBridge; classroom teachers, special education teachers, interventionists, and school administration will collaborate to 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 settings and progress monitored throughout the course of the intervention. Staff will revisit groups by looking at progress monitoring data at monthly grade-level meetings. Classroom teachers will also be trained in and utilize research-based Tier I classwide reading interventions. Students receiving appropriate interventions should grow at a higher rate than their peers in reading.

Location of services: Avon and Albany Elementary 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 2024	Target 2025	Target 2026
<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%
The percentage of 2nd through 5th grade students qualifying for free or reduced-price meals who show typical or aggressive growth from fall to spring will increase by 2 percentage points each year based on a baseline score of 64.8% in 2022.	66.8%	68.8%	70.8%

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 research-based interventions to be provided at both the Tier I and Tier II levels for students based on needs identified by our data.

Goal #2: Albany Area Schools will increase students' equitable access to teachers trained in Social and Emotional Learning from 74% in 2022 to 85% 2026.

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

Goal type: Teacher Equity

Strategies

Strategy Name and #2 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.

We will continue to provide professional development around SEL for our teachers. We will continue to use the School Needs Assessment Survey to provide insights into our teachers' level of knowledge and understanding of SEL and their current SEL practices. Based on the results of this assessment, we will provide professional development for our teachers to help them understand its importance along with best practice for implementing the practice in their classrooms. At our elementary and middle schools, this will include continuing our focus on the Character Strong program. At the high school level, we will continue to research ways to improve in this area.

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 2024	Target 2025	Target 2026
<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%
The percentage of teachers who feel they need additional training will decrease by 3% each school year.	53.8%	50.8%	47.8%

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)). We will continue to receive feedback and guidance from our district staff development committee, along with our district and building SEL committees.

Goal #3: Increase students' cultural competency from x points in Fall 2023 to an average of X+1.5 points per student, per year in the spring of 2026.

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

Goal type: Integration

Strategies

Strategy Name and #3 Lake Wobegon Middle 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:

- ☐ 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 description of this strategy. Students from the Lake Wobegon Collaborative will have student-centered activities to increase cultural awareness among a group of middle school and high school students. They will meet bi-monthly to do cultural activities together in a virtual format. Each school in the collaborative will take turns in planning and preparing the activities. The types of activities students will do include cultural speakers, interviews with elders from the community, cultural dance, cultural cooking, and cultural music activities. Each school in the Lake Wobegon Collaborative will take turns designing cultural activities for the monthly cultural competency group. These will be student-centered, designed by students in order to empower them and enhance their learning. These 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. More specifically, each activity will be designed, implemented, and assessed for increases in following student outcomes: value for racial or cultural diversity, understanding of their own culture, ability and appreciation for sharing their 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 their judgement, ability to accept ambiguity, level of curiosity. We will actively recruit and support participation of students from all racial, ethnic, and economic backgrounds. Students from each of Melrose's adjoining A&I districts will actively encourage and support registration and attendance of their students.

We will use the LaCrosse Consortium Cultural Competence Self-Awareness Checklist to assess students' increased cultural awareness. The LaCrosse Consortium Cultural Competence Self-Awareness Checklist will be given to students at the first meeting and again at the last meeting of the year. All students will be scored and an average increase of 2 points will be expected per group per year. Each year there will/maybe new students entering the program and the test will be given each year. Expected Student outcomes are: value for racial or cultural diversity, understanding of their own culture, ability and appreciation for sharing their 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 their judgement, ability to accept ambiguity, level of curiosity.

Location of services: Online

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 2024	Target 2025	Target 2026
<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 of cultural competency self-awareness points for all students attending the Middle School Cultural Competency Group, based on pre- and post- activity assessments using the LaCrosse Consortium Cultural Competence Self-Awareness Checklist, will increase by at least .5 pts each year, from fall of 2023 to spring of 2026.	Baseline +0.5 pts	Baseline 1 pts	Baseline +1.5 pts
Increase the number of middle school students who attend our Cultural Competency Group by at least one each year from our 2022-23 number of 4 students, disaggregated by race, ethnicity, and FRPL.	5 students	6 students	7 students

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

Strategies

Strategy Name and #4 High School Social Emotional Screening and Supports

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 description of this strategy.

Over the past few years, we have worked to increase the use of Social Emotional Screeners and Learning for our students. Starting with the 2015 school year we implemented the FastBridge Social, Academic, and Emotional Behavior Risk Screener for our students in grades PreK-5. In the 2021-22 school year we expanded that screener to be used with all our students through grade 12. After using this for the past two school years with our high school students we have come to realize that it does not provide us with the type of data we need to address the social and emotional issues our high school students are facing. Our students are asking for more support in the areas that are covered by SEL and to be able to do this we need a screener that can provide this important data. Panorama Education provides a wide variety of social emotional learning surveys that can be used to meet these needs. Their surveys provide insight into students' skills and competencies in areas such as self-efficacy, social awareness, growth mindset, along with a variety of others. Access to this data will enable us to tailor portions of our weekly schedules and our Career and College Readiness program to meet the SEL needs of our students. Students who are identified as high risk on the Panorama surveys will receive a Tier 2 intervention provided by licensed staff to support them in the identified areas. Prior to 2022, we saw your graduation rate climbing, however in 2022 we saw it drop to 93.6%. This is a decrease of 4.3% from 2021. We want to improve that rate, specifically in our students who are members of the protected classes.

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 2024	Target 2025	Target 2026
<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%
Increase the percentage of students whose scores are favorable on the selected Panorama screener(s) by at least 2% each year from Fall to Spring Screening window. These screeners may vary each year based on the needs of the students.	Baseline +2%	Baseline +2%	Baseline +2%
Increase our graduation rate from the 2022 rate of 93.6 by at least 1 percent each year disaggregated by race, ethnicity, and FRPL.	94.6%	95.6%	96.6%
Decrease the number of high school students who participate in our Tier 2 SEL intervention each year from the Fall to Spring screening window by at least 2% disaggregated by race, ethnicity, and FRPL.	Baseline -2%	Baseline -2%	Baseline -2%

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)).

Working towards the goals in our plan will create an efficient intervention model for our elementary students in the area of reading. Working within the parameters of the MTSS model we are working on for our district we will be able to offer support to our struggling students through quality Tier II interventions. In regard to SEL we are working as a district to streamline our approach to supporting our students SEL needs. We will continue to work with our SEL committee to design a model that supports our students by supporting our teachers' growth of knowledge in this area. By working with our Lake Wobegon Collaborative, we are able to offer students the experience of interacting with and learning from students in other districts. This not only supports the growth of the students in the racially isolated district, but it also does the same for all our students.