

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD 278 Orono Public Schools

District Integration Status: Adjoining District (A)

Superintendent: Dr. Kristine Flesher

Phone: 952-449-8305

Email: kristine.flesher@orono.k12.mn.us

Plan submitted by: Dr. Aaron Ruhland

Title: Executive Director of Learning and Accountability

Phone: 952-449-8329

Email: aaron.ruhland@orono.k12.mn.us

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. ISD 284 Wayzata Public School District

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: Dr. Kristine Flesher

Signature:

Date Signed: Enter date here.

School Board Chair: Mike Bash

Signature:

Date Signed: Enter date here

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: 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: Orono Members are: Aaron Ruhland, Donna Ostvig, Jeff Aman and Chris Morris (AIPAC chair)

Input provided by Multidistrict collaboration members included:

- Continued expansion and implementation of current programming to serve additional students
- Additional support for students transitioning from 8th to 9th grade including congruent programming across districts and supporting those students in alignment with SPARKS and the secondary Pathways program.
- Connecting AIPAC committee members and planning regional events for students the community.
- Strengthening student Voice at Orono High School and Wayzata High School and connecting existing clubs to develop relationships and shared programming.

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)).

Achievement and Integration Goal 1

Goal #1.1: Increase the reading proficiency of racially and economically diverse students in grades 3-8, and high school as measured by the MCA mathematics assessments by at least 15%, by June 2026.

Goal #1.2: Increase the mathematics proficiency of racially and economically diverse students in grades 3-8, and high school as measured by the MCA mathematics assessments by at least 15%, by June 2026.

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

Goal type: Achievement Disparity

Strategy 1

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and #. Strategy 1: SPARKS Targeted Intervention 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 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.

The Orono School District has successfully implemented a SPARKS Targeted Intervention Program for the past five years. The SPARKS program provides after school and summer extended learning, social-emotional support, relationships with school staff and community mentors, and enrichment opportunities. Program staff facilitate home-school communication and collaboration by serving as a bridge for students and their parents. Staff engage in work around relationship building, providing a safe place to talk about issues, and providing students and families resources to meet their needs. We recognize that many of our students from diverse cultural and economic backgrounds need additional support and care to ensure they are connected to our school community and can succeed at school and in life.

Students in the SPARKS program receive targeted support after school and in the summer from licensed teachers, support staff, and a cadre of community mentors. Academic areas of focus include character development, reading, foundational math skills, writing, and teaching students to be critical thinkers. Program goals include improved classroom performance, proficiency on academic standards, self-confidence, school connectedness, and relationship building with caring adults. Summer experiences expand on learning with additional enrichment courses and access to a full slate of community education enrichment opportunities. SPARKS students are also provided additional enrichment opportunities through field trips and events.

Location of services: Orono Schools Campus and community facilities.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The percentage of Asian, American Indian, Black, and Hispanic/Latino students who are proficient on the MCA math assessment will increase by 5 percentage points each year.	54%	59%	64%
The percentage of Asian, American Indian, Black, and Hispanic/Latino students who are proficient on the MCA reading assessment will increase by 5 percentage points each year.	59%	64%	69%

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
The percentage of Free/Reduced lunch eligible students who are proficient on the MCA math assessment will increase by 6 percentage points each year.	36%	43%	50%
The percentage of Free/Reduced lunch eligible who are proficient on the MCA reading assessment will increase by 5 percentage points each year.	38%	44%	50%

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Achievement and Integration Goal 2

Goal #2: Increase the percent of racially and economically diverse students taking an AP course and passing the exam by at least 15%, by June 2026.

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

Goal type: Integration

Strategy 2

Strategy Name and # Strategy 2: Pathways to Success Program

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

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.

The Orono Schools are committed to preparing all students for post-secondary success. The Pathways to Success Program provides specialized courses and support systems for students to reach their highest post-secondary aspirations. The primary purpose of the Pathways to Success Program is to bring students from diverse backgrounds together to engage in learning and collaboration that will prepare them to be successful in rigorous high school and college courses. This program provides scaffolded supports through guided study courses offered at Orono High School ranging from academic skills, to reading strategies, to specific AP course preparation. In support of the Pathways to Success Program, counselors, administration, and teacher leaders will continue to work on eliminating barriers that discourage student access to rigorous courses. We will continue to examine enrollment trends and current practices to promote access and success for all students, with an emphasis on racially and economically diverse students.

A second aspect of the Pathways to Success program are summer shared learning experiences with Wayzata High School students that include college visits, HBCU events, speakers, the Civil Rights Research Experience, and career development opportunities. We intend to coordinate these efforts with our AIPAC support of the Native College Fair. Expansion of these opportunities and shared learning will occur through expanded student voice connections across the districts. Students from Orono High School and Wayzata High School will connect through these experiences and the

accompanying shared learning and planning. This strategy meets the Achievement and Integration plan requirement for shared programming across our adjoining districts and is funded through incentive revenue (Minn. R. 3535.0170).

Location of services: Orono and Wayzata High Schools along with college and career partners

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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
Increase the percent of students from racially diverse backgrounds who enroll in AP courses at Orono High School.	11%	12%	13%
Increase the percent of students from free and reduced lunch backgrounds who enroll in AP courses at Orono High School.	4%	4%	4%
Increase the percent of students passing an AP exam at Orono High School from racially diverse backgrounds.	10%	11%	12%
Increase the percent of students passing an AP exam at Orono High School from free and reduced lunch backgrounds.	5%	5%	5%

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

Achievement and Integration Goal 3

Goal #3: Orono student access to effective educators who are engaged in cultural competence professional learning, reflection, and growth will increase to 100% by 2026.

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

Goal type: Teacher Equity

Strategy 3

Strategy Name and # Strategy 3: Culturally Competent and Effective Teachers

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.

In order to best serve students from diverse economic and cultural backgrounds, staff need to have cultural awareness and demonstrate culturally competent classroom practices. We will continue using the Intercultural Development Inventory (IDI) as a tool to promote staff cultural awareness, mindset development, and a common language for us to

improve cultural competence across all staff. Staff taken the IDI, have engaged in creating Intercultural Development Plans, professional development, and reflection and growth through the teacher evaluation process.

A leadership team of IDI Qualified Administrators has supported staff reflection and professional growth and district planning and implementation. Continued professional development, support, and reflection is needed to promote staff cultural competency. The next phase of implementation includes relationship-based cultural competence practices and culturally competent classroom practices that positively impact student achievement. School-wide and classroom models will be supported through coaching and professional development, consultant expertise, workshops, and collaboration with other districts. Student voice will also be an integral strategy to elevate student leadership and connectedness and assure our work is responsive to student needs.

Location of services: Orono Public School District Facilities

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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
Staff will have taken the IDI and received personal feedback about where they are on the intercultural development framework.	50%	75%	100%
Increase the percent of staff moving at least one level on the intercultural development framework comparing year to year feedback on the IDI.	50%	75%	100%
Increase the percent of staff citing at least 1 culturally responsive classroom practice through reflection during the annual evaluation process	50%	75%	100%

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 continues our work in creating efficiencies and expanding our efforts to be a culturally responsive organization.