



Achievement and Integration Plan Form July 1, 2023, to June 30, 2026

Submissions are due by **March 15, 2023**.

District ISD# and Name: Renville County West

District Integration Status: Racially Isolated

Superintendent Name: Doug Froke

Superintendent Phone Number: 320-329-8362 ext 1302

Title of Person Submitting Report: Doug Froke

Superintendent Email: dfroke@rcw.k12.mn.us

Racially Identifiable Schools within District

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.

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.

2. 2190 Yellow Medicine East
3. 2167 Lakeview- A- Adjoining
4. 378 Dawson- Boyd- A- Adjoining
5. 891 Canby -V- Voluntary
6. 403 Ivanhoe- V- Voluntary
7. 414 Minneota- A - Adjoining

Provide the name of your integration collaborative if you have one: YMIC

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: Doug Froke

Signature:

Date Signed:

School Board Chair:

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): NA _____ 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:

YMIC Multidistrict Collaboration Council Members are:

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/Sept. and Jan./Feb. each school year. The council is designed to give each school district a voice in the events and activities that are put forth 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 their 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 personnel to arrange events that are age appropriate, successfully meets the needs of the students and the goals of the collaborative. The recommendations of the committee are to continue to provide student opportunities through the YMIC and also to have a K-12 American Indian day each May as part of history month.

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)).

Goal #1: *The percentage of students completing grade 11 earning credit in two or more CTE or college-level courses will increase from 5 in 2024 to 20 in 2026.*

- **The percentage of Hispanic students enrolling into concurrent or CTE classes will increase from Baseline Established in year 1, 2024 enrollment to 20 % in 2026.**

Aligns with the 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.	2024 Target	2025 Target	2026 Target
Strategy # 1 - MRV CTEC: Percentage of Juniors earning credits in 2 or more CTEC courses or college-level courses	10%	15%	20%
Strategy # 2- Career and college planning and exploration: % of 9th-grade students who take personality assessments that leads to a career and college choices	100%	100%	100%
Strategy # 3 - 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		
Strategy # 4- Summer STEAM Program: % of Renville students in grades 6-8 receiving an F in semester II in both Math and/or English will be invited to attend a summer STEAM session.	30%	34%	38%
Strategy #5 - Success Coach- Renville County West MS/HS % of families attending pre-YMW senior meetings.	90%	92%	95%

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

Strategies

Strategy # 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, Maccray, 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, the Minnesota Department of Employment and Economic Development. This collaboration 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, ect. These courses are open to all Juniors and Seniors, and there are no GPA requirements to be enrolled.

Strategy #2 - 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 continued education. College, and career interests, aptitudes, and aspirations.

There are a variety of ways to assist students in exploring and planning for their continued education and careers. Our district will use the following assessment tools for planning purposes: Pre-ACT testing, PSAT testing, Accuplacer Testing, World of Work Inventory Assessment, YMIC Career & College Events, and YMIC Stem Summer Academy, BIG Ideas Trailer.

Strategy # 3 - 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:

Through organized collaborative events, students will have the opportunity to participate in learning activities that combine cultural education, social integration, college and career readiness skills, and leadership skills. Students will have a better understanding and acceptance of cultural norms and differences. Students will also have the opportunity to learn skills to help them create better relationships with teachers and students, resulting in gaining strategies to overcome obstacles on their road to achieving their goals.

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 CTE (Career & Technical Education)

The demographics of our region have changed, and now many of our students will be the first generation to attend a post-secondary education institution. Many of these students have not been on a college campus and do not have an understanding of what it takes to be successful in college. Barriers such as language, finances, education, an understanding of the postsecondary application process, financial aid, and student loans, are common for many of our students.

YMIC employs an Integration Coordinator who serves RCW. 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 # 4- Summer STEAM Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

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 Renville County West through supplemental academic support by designing interactive STEAM Academy classes that engage students in hands-on learning. Grade levels to be served: Renville County West 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 opportunity 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 applications without the stigma of traditional summer school.

Strategy # 5 Success Coach- Renville County West MS/HS

Strategy: Innovative and integrated Prek-12 learning environments.

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: Renville County West will continue to build and implement their comprehensive two-year and four-year college and workforce readiness program. Students will build college and work profiles and will meet with the RCW Success Coach, who will help them create their individual plans for matriculation to a post-secondary institution, the military, or a career path of their choice. The program's strength 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, we hope that RCW students will be successful at the postsecondary institutions 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: The percentage of students in the Hispanic student group will increase their consistent attendance rate by 2% each year through their positive connection to the school with classroom teachers, paras, social workers, and school secretaries. **Baseline will be established year 1*

Aligns with WBWF goal area: All students graduate from high school.

Goal Type: Achievement

Key Indicators of Progress (KIP) Goal # 2

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.	2024 Target	2025 Target	2026 Target
Strategy #1 – Academic Intervention Specialists: % of students the Academic Intervention Specialist will meet with who are not at or above grade level to make adequate progress toward graduation	50%	55%	60%
Strategy #2 – Cultural/Family Liaisons – Attendance: % of students in the Hispanic student group will increase their attendance each year through positive connections at school	Baseline established in year 1	increase by 2%	increase by 4%

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.	2024 Target	2025 Target	2026 Target
		from baseline	from baseline

Strategies

Strategy #1 – Academic Intervention Specialists: % of students the Academic Intervention Specialist will meet with those who are not at or above grade level to make adequate progress toward graduation

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 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, and comprehension. Students will also have access to reading materials that reflect their culture. Collaboration with classroom teachers to provide local assessments and review data obtained from the assessments in order to identify students who are in need of Tier II and/or Tier III interventions. Following the identification of these students, the academic specialist will work with the classroom teacher to create a schedule of interventions that fits the needs of the students. The Academic Interventionist will provide Tier II and Tier III interventions based on the assessment data collected.

The outcomes for students who are receiving interventions include bringing them to grade level in their reading skills and providing them with the skills necessary to continue to see academic progress. Priority for interventions will be given to students in grades 3-5, and will provide support as needed.

Strategy #2 – Cultural/Family Liaisons – Attendance

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

Narrative: Hispanic/Cultural Liaison and school support staff will support all Hispanic students academically Liaison will build a trusting and caring relationship with students’ barriers in attending school. The liaison will support communication between schools and families to ensure clear communication of school-related information is understood in their native language. The liaison and support staff will provide students and families with mentorship and regularly check in with students to provide support to address specific issues around attendance The support team will all 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 the 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 connect to first-generation

opportunities, and improve parent’s access to school and community resources. *This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

Goal # 3: The percentage of economically disadvantaged students in grades K-3 on or above grade level on the STAR Reading Assessment will increase from 5 % from Spring 2023-Spring 2024. For subsequent years, the percentage will increase 5% each year (2025 and 2026). Aligns with WBWF are: All 3rd graders can read at grade level.

Goal Type: Achievement Disparity

Strategy # 1 Achievement Intervention Teams K-3

Type of Strategy: Innovative and integrated pre-K-12 learning environments. *IF you chose 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:

Academic Intervention Teams will support students in developing proficient reading skills that will support their academic growth. Academic Intervention Teams will work extensively with students to help improve specific reading skills Administration will work with classroom teachers to identify students who are not at grade level. The outcomes for students who are receiving interventions include bringing them to grade level in their reading skills and providing them with the skill necessary to continue to see academic progress. Academic Intervention Teams, including the classroom teachers, will provide parents with information on their child’s interventions and progress.

Priority for interventions will be given to students in K-2 to obtain interventions, but our Academic Intervention Teams will also serve students in grades 3-5 and provide support as needed.

Location: Renville County West

Key Indicators of Progress (KIP) Goal #3 Achievement Disparity

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.	2024 Target	2025 Target	2026 Target
By the end of kindergarten, students will identify all 26 letter sounds.	75%	80%	85%
By the end of 1st grade, students will score at the 50 percentile on Letter, Sound, Word Fluency Assessment	50%	55%	60%
By the end of 2nd grade, students will score at the 50 percentile on Oral Reading Fluency Assessment	40%	45%	50%
By the end of 3rd grade, students will score at the 50 percentile on Oral Reading Fluency Assessment	55%	60%	65%

Goal #4 The percentage of Hispanic students in grades 2-10 on or above grade level on the Star Reading Assessment will increase 5% from Spring 2023-Spring 2026. For subsequent years the percentage of students will increase by 5% each year.

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

Goal Type: Achievement Disparity

Strategy Academic Intervention Teams

Type of Strategy: Innovative and integrated pre K-12 learning environments. *IF you chose 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:

District administration will work with classroom teachers to provide local assessments that are used to identify students who are not at grade level or who are lacking skills in phonemic awareness, phonics, fluency, vocabulary, or comprehension. Administration and interventionists will work with classroom teachers to bring them to grade level using interventions.

Goal # 5 Increase the hiring of racially and ethnically diverse educational staff from 16% in 2023 to at least 30% of new staff candidates each year by 2026.

Goal Type: Teacher Equity

WBWF area: All racial and economic achievement gaps are closed

Strategy 1: Recruiting and Retaining Diverse Staff

Strategy Type: *Recruitment and retention of racially and ethnically diverse teachers and support staff.*

Narrative:

Due to a lack of diverse teachers in our district, and a low number of teaching candidates, we will be purposeful in increasing efforts to recruit, retain, and support staff who are culturally responsive and representative of our students' racial and ethnic backgrounds through advertising on job search engines, participation in job fairs, providing district tours for prospective teachers, revising the interview selection process, further develop the "Grow Your Own Program" through offering job shadowing to students interested in becoming educators. The district will also maintain contact with graduating students who are in the process of obtaining their teaching credentials. Additionally we will revisit our hiring process and procedures to identify any underlying barriers to teachers or staff from diverse backgrounds.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Initiatives planned for 2023-2026 are a continuation of past practices or new programming. We will work collaboratively to promote Career and College Readiness strategies that can be shared and promoted. We continue to work together with YMIC member districts to create more collaborative opportunities. As a district we continue to focus on making staff more effective by providing culturally responsive training opportunities.