

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

Submissions due by March 15th, 2023

District ISD# and Name: ISD #2859 Glencoe-Silver Lake
District Integration Status: RI
Superintendent: Chris Sonju
Phone: (320)864-2498
Email: csonju@gsl.k12.mn.us

Plan submitted by: Chris Sonju
Title: **Superintendent**
Phone: (320)864-2498
Email: csonju@gsl.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. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS here.

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: Type name of integration collaborative here, if applicable

1. Hutchinson - Adjoining

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: Chris Sonju

Signature: 

Date Signed: May 8, 2023

School Board Chair: Alicia Luckhardt

Signature:  Date Signed: May 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): _____ N/A _____ 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. (Don't forget to add MDCC recommendations to your MDCC section.)

Multidistrict Collaboration Council: Glencoe-Silver Lake School District and Hutchinson School District have combined to create a group that will work toward discussing the goals of our plans and implementing the strategies. This group includes:

Glencoe – Silver Lake

- Chris Sonju, Superintendent
- Matt Foss, Jr. /Sr. High Principal
- Dan Svoboda, Jr. /Sr. High Assistant Principal
- Bill Butler, Elementary Principal
- Sarah Beckman, Student Support Specialist
- Michelle Sander, Business Director

Hutchinson School

- Dan Deitte, Superintendent
- Jennifer Telecky, High School Principal
- Bailey Rettmann, Elementary Principal
- Mike Scott, Director of Teaching and Learning
- Rebecca Boll, Director of Finance

The recommendations from our MDCC meeting include:

- Creating opportunities for our student to have unique learning experiences
- Integrating the Hutchinson and GSL students
- Pooling our resources so we can provide our students even more opportunities
- Providing training opportunities and resource for the staff of both schools, so they can have access to culturally responsive training

Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

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 4 year average graduation rate for Glencoe- Silver Lake School District Hispanic/Latino students will increase from 69.2% in the 2022-23 school year to 79.2% or more by the end of the 2025-26 school year.

Aligns with WBWF area:

- All students graduate from high school. All children are ready for school.

Goal type: Achievement Disparity

Strategies

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 # 1 Accelerate to graduate

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:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

When we look toward increasing graduation rates for all students while also closing the disparity gaps that exist between our Hispanic students and our white students including those enrolled in our partnering Alternative Learning Center, we will target three areas of growth. These strategies will target grades K-12. We will hire a Achievement and Integration Coordinator to examine student grades, attendance, and behaviors. This person will attend our Solution Focus Team meeting, which helps to identify students who need extra supports. They will meet regularly with students who have attendance, academic, or behavior issues. The goal of the Achievement and Integration Coordinator is to provide students in grades 7-12 opportunities to either create or build upon their academic identity. Academic identity is developed by assisting students in realizing they can continue to bring their unique selves to school while building academic habits, mindsets, and skills that will help them succeed in school and beyond.

The Achievement and Integration Coordinator will specifically work toward three goals with students.

Attendance: Provide attendance coaching for elementary and secondary students and families, call home if students miss class, and organize field trips or other special event to make learning and being at school more engaging and relevant. They will also track truancy.

Behavior: Coordinate the Check and Connect program to help at-risk students build relationships with mentor teachers. These relationships will give the students someone to trust at school who the students can go to when they are struggling with issues. They will also work with the administration and the In-School Suspension teacher to help students process through behavior issues.

Course Performance: The Achievement and Integration Coordinator will track students' grades and meet with students who are failing courses. They will help the students form a plan for success and monitor the student's progress. They will work with the school counselor to guide students through credit recovery options if they need to make up credits or create a referral to the ALC if necessary. They will also guide students to use our after school program, and WIN or Panther Power Hour time to get academic help from teachers.

We will also hire a paraprofessional at the elementary level to work on the behavior and course performance pieces of our plan for students in the lower grades. The Achievement and Integration Coordinator will track and address attendance issues district-wide.

Attendance, behavior, and course performance data will be tracked and utilized to measure not only student success, but also programmatic impact.

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
<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 number of student considered chronically absent (continuing or habitually truant) will decrease by approximately 1% each year.	8%	7%	6%
The number of students in grades 9-12 who are credit deficient will decrease by approximately 1% each year.	13%	12%	11%
The number of school suspensions will decrease by 10 suspensions each year.	100	90	80

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

Achievement and Integration Goals

Goal #2: The Glencoe – Silver Lake school district will increase interactions between us and our adjoining district, Hutchinson from no programs in 2022-23 to 4 programs in 2025-2026

Aligns with WBWF area: Enter one of the following:

- All students are ready for career and college.

Goal type: Integration

Strategies

Strategy Name and #2 Career and College Exploration

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

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:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

We will sponsor and attend cross-district activities. Some options would include career fairs in Hutchinson and Glencoe. The Glencoe-Silver Lake 10th grade students along with the Hutchinson students will attend the Ridgewater Career Fair annually. Students will have hands-on opportunities to explore a multitude of careers. They will speak with professionals in each field that interests them. They will also have the ability to explore Ridgewater Community College’s campus to get a feel for the college atmosphere. Students from Glencoe-Silver Lake along with students from Hutchinson will have the opportunity to attend the Glencoe – Silver Lake schools career fair in the spring of each year. At this career fair students will have the opportunity to meet with professionals from our community to discuss different career options. They will interact with the community members and ask questions about the different fields our community has to offer.

We will also explore other options as we continue in this program. Our Achievement and Integration Coordinator will pursue opportunities for our students.

Location of services: Ridgewater College and Glencoe – Silver Lake High school

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 number of students attending the cross-district activity will increase by 2% each year	50%	52%	54%
The number of cross-district activities will increase by one each year	1-2	3	4
The number of Hispanic students participating in our integrated activities will increase by 1% each year	50%	51%	52%

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

Strategy Name and # 3 Integrate our schools

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 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.

At the elementary levels, we will create integrated opportunities to expose our students to new learning opportunities and the world around them. The Achievement and Integration Coordinator will be in charge of coordinating these programs and trips between the two schools. We will work toward building more opportunities each year and increasing participation in the groups. We will do activities such as, learning activities at the zoo, going to the science museum, visiting college campuses, going to parks and learning about nature, and more. When we plan these trips, we will create integrated small groups with our students from Hutchinson and GSL.

Location of services: All over the State of Minnesota

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
<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 number of students attending the cross-district activity will increase by 2% each year	50%	52%	54%
The number of cross-district activities will increase by one each year	1-2	3	4

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

Achievement and Integration Goals

Goal #3: Glencoe-Silver Lake School District students will have access to culturally responsive teachers. The teachers will go from having one culturally responsive training opportunity through the year in 2022-2023 to having three training opportunities throughout the year in the 2025-26 school year.

Aligns with WBWF area: Enter one of the following:

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

Goal type: Teacher Equity

Strategies

Strategy Name and # 4 Culturally Responsive Teachers

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 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.

Glencoe – Silver Lake will hire an Achievement and Integration Coordinator. The coordinator will research, seek out and plan teacher-training opportunities that provide culturally responsive training for the entire district. The coach will look for speakers, online modules, interactive classes, or in person trainings. The goal will be to add more opportunities each year. We will also collaborate with Hutchinson to provide joint opportunities when scheduling works.

Location of services: **Glencoe – Silver Lake 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 amount of cultural responsive training will increase by one opportunity each year	1	2	3

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)). **To ensure that we are not duplicating programs and services, Achievement and Integration and the district's World's Best Work Force plan will have similar goals and expectations. Our protected classes of students are of great importance. These programs and services are designed to increase opportunities for all our students in the areas of college and career readiness, and culturally responsive teaching. We will have one Achievement and Integration Coordinator that will plan and implement all programs between Glencoe – Silver Lake and Hutchinson Schools. This will help to avoid duplication and will make our program efficient.**