

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: Martin County West Public

Schools ISD #2448

District Integration Status: A

Superintendent: Cori Reynolds

Phone: 507-764-2330

Email: corireynolds@mcwmavericks.org

Plan submitted by: Cori Reynolds

Title: Superintendent

Phone: 507-764-2330

Email: corireynolds@mcwmavericks.org

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. #836 Butterfield-Odin RI-Racially Isolated
2. #81 Comfrey A-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: **Cori Reynolds**

Signature:

Date Signed: **2/27/23**

School Board Chair: **Sarah Rohman**

Signature:

Date Signed: **2/27/23**

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): **Not 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.

Multidistrict Collaboration Council: Martin County West Team - Brenna Anderson, Michele Baker, Nickole Bowie, Jean Burkhardt, Jennifer Clow, Paul Dietzman, Amanda Fiorentino-Anderson, Stacie Forsberg, Liz Garry, Sarah Glidden, Sami Jo Helmers Nelson, Sarah Jogodzinske Rohman, Heather Leiding, Cori Reynolds, Guy Rudolph, Danielle Wilmes, Sarah Striemer, Nathan Vrieze, Autumn Welcome, Heather Winter.

Butterfield-Odin Team - Tammi Samuelson, Dan Blankenship, Steve Thomas.

Each district held its own community planning meetings to gather input from multiple perspectives to assist in planning and data collection. Key discussion in our home district centered on strategies to improve student achievement, increase access to diverse and qualified teachers, and increase integration with our adjoining racially identifiable district. Delegates from each community met to assess data and design smart goals, and strategies, taking care to avoid duplicative programming. Members will continue to work in cooperation to implement and monitor plan activities.

Community Collaboration Council for Racially Identifiable School(s): Not applicable.

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: Martin County West Schools will increase math, reading, and science proficiency of students in grades 3-11 who qualify for free or reduced priced meals (FRP) in the following ways: from 37.1% proficient in 2022 to 55% proficient in 2026 as measured by the MCA math assessments; from 32.7% proficient in 2022 to 55% proficient in 2026 as measured by the MCA reading assessments; and, from 18.8% proficient in 2022 to 40% proficient in 2026 as measured by the MCA math assessments.

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

Goal type: Achievement Disparity

Strategy Name and # 1. Math, Science, Reading TOSAs

Type of Strategy: Innovative and integrated pre-K-12 learning environments. Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <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.

The math, reading, and science teachers on special assignment (TOSA) will provide leadership to our efforts to improve student academic outcomes by reviewing, updating, and replacing our curriculum as each content area goes through the curriculum revision cycle. The math TOSA will assist teachers in implementing the new math textbooks to be purchased for the 2023-24 school year. The reading and science TOSA will facilitate the research and development phases of the curriculum revision cycle as they prepare for the purchase of new materials for use in classrooms with students. The TOSAs will also facilitate studying student assessment data to set goals, making instructional plans to differentiate instruction, and developing interventions for students who are struggling.

Location of services: **Martin County West Schools**

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
Math MCA proficiency rates increase for 3rd-11th grades students eligible for FRP	42%	48%	55%

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
Reading MCA proficiency rates increase for 3rd-10th grades students eligible for FRP	45.8%	50%	55%
Science MCA proficiency rates increase for 3rd-11th grades students eligible for FRP	33.3%	36.7%	40%

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

Goal #2: Martin County West Schools will increase participation in out of school time programs of students who qualify for free or reduced priced meals (FRP) from 22% in 2022 to 48% in 2026.

Aligns with WBWF area: All children are ready for school. All students are ready for career and college. All students graduate from high school.

Goal type: Integration

Strategy Name and # 2. OST Scholarships and Transportation

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.

THIS IS AN INCENTIVE PROGRAM. Out of school time programming is an important time for students to learn and develop important skills in a setting beyond their classroom, many of which will serve students well in their journey toward graduation, college, and the workforce. The transportation and fees are barriers to participation for students who qualify for FRP and so they are not participating in these activities at the same rates as other students creating a disparity in the enrollment in out of school time programs such as Community Education enrichment and after school clubs. Students who qualify for FRP made up 48.8% of our student body in 2022 but only 22% of students who participated in out of school time programs. This strategy would provide a way for the school district to reduce the disparity in participation by ensuring that students who qualify for FRP can afford participation fees and expand after school transportation from locations in three towns to locations in four or five towns or actual after school routes depending on ridership.

Location of services: **Martin County West Schools**

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
Participation in out of school time programs by students who qualify for FRP will increase	30%	39%	48%

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

Goal #3: Martin County West Schools students in grades 7-12 who collaborate with students from Butterfield-Odin Schools on a project to enhance their respective school climate and culture will self-report increased confidence in their leadership skills from the baseline percentage established in 2024 to at least 55% by 2026.

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

Goal type: Integration

Strategy Name and # 3. Inter-District Student Leadership Program

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

- 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.

THIS IS AN INCENTIVE PROGRAM. A team of secondary students at Martin County West will collaborate with a team of secondary students at Butterfield-Odin Schools on a committee that will work to enhance the climate and culture at their respective schools. Using resources from the Anti-Defamation League’s “No Place for Hate” program, students will meet monthly with other student leaders who are different from themselves to create plans for school events with the goal to reduce bullying and make each of their schools more welcoming to all students, staff, and community members. In addition to improvements to the respective schools, participating students will improve their individual leadership skills, increase their comfort in communicating and developing relationships with people who are different from themselves, skills that will be valuable to them in their lives beyond high school.

Location of services: **Martin County West Jr/Sr High and Butterfield-Odin High School**

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
Participating students will report increased leadership skills. Baseline 2024	N/A	50%	55%
Participating students will report increased comfort in communicating and developing relationships with people who are different from themselves. Baseline 2024	N/A	50%	55%
The number of students enrolled in the MCW Jr/SR High reporting that school is a welcoming place will increase. Baseline 2024	N/A	50%	55%

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

Goal #4: Martin County West Schools will continue to offer the school-based teacher preparation class, Introduction to Education, for college credit and maintain enrollment of at least 7 students per year between 2023 and 2026.

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

Goal type: Teacher Equity

Strategy Name and # 4. Introduction to Education Class

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC. Recruitment and retention of racially and ethnically diverse teachers and administrators.

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 effort to maintain a pool of effective teachers available for hire in the future, we will continue to offer the Introduction to Education class each year to 11th and 12th graders. This class will be eligible for college credit. Information about this course will be presented in the Careers course, registration talks, individual advising, student meetings, and a parent informational meeting.

Location of services: **Martin County West High School**

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
Maintain student enrollment in the class of at least 7 for each year of this plan.	100%	100%	100%

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

Goal #5: Martin County West Schools students' access to effective educators trained in equity literate practices will increase from 0% in 2023 to 100% in 2026.

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

Goal type: Teacher Equity

Strategy Name and # 5. Equity Literacy Training for Staff

Type of Strategy: Professional development opportunities focused on academic achievement of all students. Equitable access to effective and more 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.

Teachers and staff will participate in professional learning on educational equity. The goal will be for staff to be able to identify and dismantle inequitable practices in our schools that create barriers for students in protected classes to feel completely welcome and to achieve their full potential and to develop new, more equitable practices.

Location of services: **Martin County West High School**

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 number of staff trained in equity literacy will increase.	25%	50%	75+%

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)). **Our Achievement and Integration Plan creates efficiencies by enabling us and our partnering district to jointly implement inter-district opportunities for our students that focus on student leadership development that will lead to improved school culture and climate. This plan supports our work to align our curriculum and instruction to reduce achievement and opportunity gaps through the study of student data and instructional practice. Our plan supplements our gap closure work by affording us opportunities we would not otherwise have and that we could not duplicate on our own.**