

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: Lakeview ISD #2167

District Integration Status: V (voluntary)

Superintendent: Dr. Chris Fenske

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Plan submitted by: Dr. Chris Fenske

Title: Superintendent

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Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Type name of integration collaborative here, if applicable

1. Yellow Medicine East ISD #2190 – Racially Isolated (RI)
2. Canby ISD #891 – Voluntary (V)
3. Renville County West ISD #2890 – Adjoining (A)
4. Minneota ISD #414 – Adjoining (A)
5. Dawson-Boyd ISD #378 – Adjoining (A)
6. Ivanhoe ISD #403 – Voluntary (V)

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. Chris Fenske

Signature:

Date Signed: March 13, 2023

School Board Chair: Mr. Jason Louwagie

Signature:

Date Signed: March 13, 2023

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: March 7, 2023

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:

Yellow Medicine East – Rich Schneider, Lisa Hansen
Canby Public School – Ryan Nielsen
Dawson-Boyd Public School – Ryan Stotesbery
Lakeview Public School – Dr. Chris Fenske
Ivanhoe Public School – Scott Monson
Minneota Public School – Scott Monson
Renville County West – Doug Froke
Minnesota River Valley Education District- Karen Jacobson
YMIC Coordinator – Leah Schuler

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.

Lakeview-AIPAC
John K. Sterner – Chair
Chris Sieling – Co-Chair
Tracy Sterner
Emily Tellinghuisen
Amanda Sieling

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 **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: *The percentage of Lakeview students completing grade 11 earning credit in two or more CTE or college-level courses will increase from 54.7% in 2023 to 60.0% in 2026*

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

Goal type: Integration

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 *MRV CTEC*

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 checked="" type="checkbox"/> Increases graduation rates. |
| | <input checked="" 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.

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, and the Minnesota Department of Employment and Economic Development.

This collaborative 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, etc. These courses are open to all Juniors and Seniors and there are no GPA requirements to be enrolled.

Location of services: Lakeview School District, MN West – Granite Falls

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) for Strategy Name and #1 – MRV CTEC

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 CTE offerings in our school district and MRV CTEC will increase each year to provide more opportunities to students in grades 11 and 12.	18	19	21

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

Strategy Name and #2 Career and College Cross-District Integration Opportunities.

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:

- 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.

YMIC employs an Integration Coordinator. 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, 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.

Location of services: Lakeview School District, MN West – Granite Falls, SMSU, Area Businesses

Key Indicators of Progress (KIP) for Strategy Name and #2 – Cross-District Integration Opportunities

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%
Percent of students participating in YMIC cross-district activities.	78.9%	81.6%	84.6%

Strategy Name and #3 Summer STEAM Program

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:

- 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. The Summer Academy will serve students at YME through supplemental academic support by designing interactive STEAM Academy classes that engage students in hands-on learning. Grade levels to be served: YME Middle/High School Grades 6-12

Location of services: Renville County West, Yellow Medicine East MS/HS, YMIC Partner Schools and Minnesota West Community and Technical College, Granite Falls and Canby Campuses.

Location of services: Lakeview School District, MN West – Granite Falls, SMSU, Area Businesses

Key Indicators of Progress (KIP) for Strategy Name and #3 – Summer STEAM

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 that qualify for free/reduced price lunch attending the Summer STEM activities will increase to 8 students by 2026.	5	6	8

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.

Goal #2: *Lakeview student’s access to effective educators who are trained in local Indigenous history will increase from 0% in 2023 to over 75% in 2026.*

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

Goal type: Teacher Equity

- 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.

Strategies

Strategy #1 -Staff Training - local and Indigenous history

Type of Strategy: *Equitable access to effective and more diverse teachers.*

Narrative:

The training to create a safe and welcoming environment for all student learners. Learning the history of where the school stands will continue to create respect and support for all students and their individual learning styles, and the students’ life experiences are viewed as an important source of knowledge. The intent of the program is to gain knowledge, classroom curriculum, and skills that can be used when engaging in a new situation/culture, rather than focusing on specific cultural knowledge.

Key Indicators of Progress (KIP) for Strategy Name and #1 – Staff Training- local and Indigenous History

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%
Number of school staff who will be trained by bringing an expert trainer into the district for a professional development day.	52	60	75

Goal #3: *Lakeview third through sixth graders enrolled October 1 and who qualify for Free/Reduced Price Lunch will increase their reading proficiency from 48.9% in 2023 to 60.9% in 2026.*

Aligns with WBWF area: *All 3rd graders can read at grade level.*

Goal type: *Achievement Disparity*

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.

Lakeview will have a licensed classroom teacher (preK-grade 3), trained Literacy Intervention Specialists (PRESS, Soudy, Read Naturally, and LLI), and trained Minnesota Reading Corps Tutor housed within the district to work on literacy skills with identified students in grades preK-3. The district will be responsible for all training and travel costs as well as having dedicated space for the tutor.

Local assessments, STAR, and MCA data on individual students will be used. Identified students will then work with the Literacy interventionist and/or MN Reading Corp Tutor who will be trained to work with the students on their caseload.

Location of services: PreK – 3rd Grade Classrooms

Strategies

Strategy #1 - Academic Intervention Specialists

Type of Strategy: All students graduate from high school

Narrative:

Academic Intervention Specialists will support students in developing proficient reading and math skills that will support their academic growth. Academic Intervention Specialists will work extensively with students to help them improve specific reading skills such as phonemic awareness, phonics, fluency, vocabulary and comprehension. They also work with students in mathematics on skills such as math operations, problem solving, and reasoning.

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 or comprehension. Academic Intervention Specialists, along with classroom teachers, will review the assessment data and will identify students who are in need of Tier II and/or Tier III interventions. Following the identification of these students, the Academic Intervention Specialists will work with the classroom teacher to create a schedule for interventions that fits the needs of the student. Academic Intervention Specialists will provide Tier II and Tier III interventions based on the assessment data collected and teacher observations.

The outcomes for students who are receiving interventions includes bringing them to grade level in their reading and mathematics skills and providing them with the skills necessary to continue to see academic progress. Academic Intervention Specialists, along with classroom teachers, will provide parents with information on their interventions and progress. Priority for interventions will be given to students in grades K-2 to obtain interventions, but our Academic Intervention Specialists will also serve as a specialist for students in grades 3-5 and will provide support as needed.

Key Indicators of Progress (KIP) # Academic Intervention Specialists

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%
Lakeview third graders enrolled October 1 each year and who qualify for free/reduced price lunch will increase their reading proficiency on Spring MCA's from 36.4% in 2023 to 60.9% in 2026. The Baseline is currently 36.4% in 2022-23.	51.6%	56.3%	60.9%
Enter KIP.			

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)). All YMIC initiatives planned for 2023-26 are a continuation of past successful integration practices or new programming. The YMIC will work collaboratively to promote Career & College Readiness strategies that we can share and promote in our individual districts as well as our region. The Integration Coordinator will continue to plan activities and events for all seven YMIC member districts. We will continue to work together to create more collaborative opportunities and find new and creative ways to provide services that will benefit our students. More work continues to be done on the Career Technical Education as well as the STEM education. We will continue to partner with the Private Industry Council, MN West Technical College and South West Minnesota State University, the National Guard, and DEED.
