



Achievement and Integration Plan July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: **Cedar Mountain School**

District Status: (V) Voluntary District
Name of Collaborative: Cottonwood River Integration Collaborative (CRIC)

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Board Approval Date: March 17, 2014

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

1. RI #2897 Redwood Area Schools
2. RI #84 Sleepy Eye Public School
3. A #85 Springfield School District
4. RI #840 St. James Public School

5. A #88 New Ulm Public School

6. A #2365 GFW School District

Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.
Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us.

Achievement Goal One

Directions: Complete the goal statement below by entering information in the sections marked *Click here to enter text* or *Choose an item*. Next, fill in the two data tables for reading and/or math by using the baseline achievement data. If you are working on collaborative achievement goals, please add additional rows to include the achievement data of these member districts within your integration collaborative.

Districts may focus on proficiency rate increases, achievement gap decreases, or both. Also, goals can be created for math, reading, or for both content areas. For each additional achievement goal, copy and paste the goal statement and data tables, creating one set per content area.

Goal Statement: The proficiency GAP between the Free and Reduced Lunch students enrolled the full academic year for grades 3-5 tested within a three year time period on all state Reading accountability tests (MCA, MOD, MTAS **will DECREASE as follows within our District**, by **INCREASING** the proficiency of Free and Reduced Lunch student groups as follows within our District (see table A):

A. Choose an item. **Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Cedar Mountain School	V					
<i>Non-FRP</i>		43%	53%	63%	71.5%	27.5%
<i>FRP</i>		44%	54%	64%	72%	28%

Delete table rows for student groups not included in your goal statement.

Achievement Goal One: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 1

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd.2(b))

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

See Attachment

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

See attachment

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) SMART goal for this strategy/activity:

1. Each year, 75% of the students who are engaged in reading intervention strategies will meet their individual goals as set by their instructor as demonstrated through AIMS web.

2) Measures to track implementation and progress:

1. The reading interventionist will meet once per month with each grade level team and discuss student's growth and plan for specific skill needs for Power ½ hour instruction.

2. After 4 weeks, the classroom teacher will report to the Problem Solving Team on students that are in interventions to document progress and determine if the intervention is working.

3. We will use AIMS web weekly progress monitoring using probes at their instructional level. 3 times a year grade level benchmarking (using fluency probes and/or MAZE comprehension probes) will be done for all students in grades k-5.

Integration Goal One

Integration SMART goal statement for your collaborative:

SMART Goal: 100% of the 6th grade students in the CRIC collaborative school districts will participate in a college and career readiness

curriculum in their school district by the 2016-2017 school year. 90% of the 6th grade students will participate in a career expo with other students in identified school districts in the collaborative.

List any relevant targets for **each** member district in your collaborative

Name of District	Status	BASELINE Data 2013-14	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Cedar Mountain	V	0	43	84	126	126
Gibbon-Fairfax-Winthrop	A	0	54	102	148	148
New Ulm	A	0	130	277	414	414
Sleepy Eye	RI	0	38	83	118	118
St. James	RI	0	69	134	200	200
Springfield	A	0	48	92	134	134
Redwood Area School District	RI	0	85	165	240	240

Integration Goal One: Strategies and Activities

Directions: Use the drop-down menus below to identify strategies or activities that will enable you to meet your integration goal(s). Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Because collaborative integration activities should be listed in this section, include collaborative member district data to create yearly targets. Highlight those activities, data, and yearly targets which represent your own district's efforts. All integration activities should involve the racially isolated district, but may not involve each member district.

Activity 1

College Career readiness for underserved students

Activity details:

Increased graduation rate

Narrative Description of Strategies/Activities:

CRIC Narrative Description of Strategies/Activities:

Racially identified school district members of CRIC will collaborate with other CRIC School Districts to ensure a college and career readiness program is delivered to 100% of the students in 6th grade in the 2014-2015 school

year. Each year the subsequent grade level will be included as participants in the college and career readiness curriculum. By 2016-2017, every CRIC School will have 100% of its 6th-8th grade participating in a college and career readiness program. The districts will share/exchange knowledge and resources with one another through site visits, technology use and/or video recordings. Each spring, a Career Expo will be a culminating event for the CRIC 6th grade students where students from the cooperating CRIC schools will meet together to explore careers options.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

100% of the 6th-8th grade students in the CRIC collaborative school districts will participate in a college and career readiness curriculum in their school district by the 2016-2017 school year.

90% of the 6th grade students will participate in a career expo with other students in identified school districts in the collaborative.

List yearly progress targets:

Year 1.100% of the 6th grade students will participate in a college and career readiness curriculum. 90% of the 6th grade students will participate in a career expo.

Year 2.100% of the 6th and/or 7th grade students will participate in a college and career readiness curriculum. 90% of the 6th grade students will participate in a career expo.

Year 3: 100% of the students from year 1 and 7th and 8th grade students will participate in a college and career readiness curriculum. 90% of the 6th grade students will participate in a career expo.

Creating Efficiencies and Eliminating Duplicative Programs

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)). **Seven schools have formed a seven district collaborative venture called the Cottonwood River Integration Collaborative to work together to share resources and create efficiencies. Each school district is located approximately 15 miles or more from one another. We will focus our integrative efforts with our students on college and career readiness and will use technology when appropriate throughout the year to mitigate the loss of academic time due to travel. Regional Career Expos designed to bring our students together to explore careers and post-secondary learning will be planned to encourage integration of our students as well as add depth to the notion of ensuring ALL of our CRIC students are career and college ready. We are working together to generate economic efficiencies as well as promote the integration of our students.**

Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

A strategic planning session was held on December 17, 2013 with a group of parents, community members and staff members. Data from our MCA and other testing, graduation rates, attendance, and discipline reports were shared. The group came up with "concerns" as well as possible strategies to meet these needs. They prioritized the lists with academic achievement for all students and student engagement in their learning determined to be top concerns. Differentiation of instruction and specific interventions matched to the needs were thought to be possible solutions. This information was then shared with and elaborated on at the World's Best Workforce Committee meeting on February 26, 2014. Career and college readiness was identified as a possible area that we could integrate and collaborate with other schools in the collaborative.

Multi-District Collaboration Council: March 25th, 2014 staff members and community members from each CRIC School District met together in Sleepy Eye, Minnesota, to:

- Learn about the new legislation and the intent of the Achievement and Integration program, and
- Review, revise and ultimately recommend Achievement and Integration plans for the Cottonwood River Integration Collaborative as well as plans of the local school districts.

After the plans were discussed, unanimous approval was reached by all staff and community members in attendance. Representing the Cedar Mountain District was: Alissa Steve (Current Global Explorations instructor), Rebekah Gregg (Native American Liaison), Patti Machart (Principal) and Nancy Schultz (parent).

2015 AMENDMENT for Incentive Funds:

SMART goal:

The percentage of students that meet or exceed standards on the MCA math test will increase by 5% each year. Cedar Mountain District data:

Year	2104	2015	2016	2017
% met or exceeded	45%	50%	55%	60%

Measures to track implementation and progress:

1. Each year the students that are involved in the After School and Summer program will increase their MCA math score by 5%
2. The instructor for the program will monitor student's progress three times a year using the STAR math assessment.

Description of Program:

Cedar Mountain district will collaborate with other CRIC districts and offer an interdistrict STEM Academy which will be held 1 night a week after school from 3:30-5:00 for students in grades 4-8 and during the summer. Students will work on STEM like activities in small groups, individually and as teams. A licensed math and/or science instructor will teach the students.

S.T.E.M. is an acronym for Science, Technology, Engineering and Mathematics, and our STEM Academy will focus on these academic subjects to help our students gain the skills required to succeed in today's challenging world. This includes the ability to think critically, solve complex problems, and drive advancements in science and technology. STEM Academy will complement and supplement school-day learning and is planned to engage and motivate participants. We are offering innovative hands-on, research based, project-based learning based on STEM standards included in the Minnesota science standards.

Our goals are:

- To offer a research-based academic program that provides standards-based instruction, stimulating interest through fun hands on activities, competition and exhibition.
- To improve STEM performance through comprehensive reviews, homework assistance and active learning.
- To enhance STEM education through creativity, teamwork & innovation.