

**Achievement and Integration Plan**  
**July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

**District ISD# and Name:** Enter text here. District's Integration Status: Adjoining District (A)

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**Racially Identifiable Schools (RIS)**

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

- |                     |                     |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

**Collaborating Districts** Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here: Cottonwood River Integration Collaborative.

- |  |   |
|--|---|
| 1. Redwood Area School<br>District V - Voluntary     | 3. Springfield Public School A -<br>Adjoining |
| 2. St. James Public School RI -<br>Racially Isolated | 4. New Ulm Public School A -<br>Adjoining     |
| 5. Sleepy Eye Public School RI                       |   |

**Submitting This Plan**

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the signed coversheet and attach that to your email as a separate PDF.

**School Board Approval** (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Robert Tews  
Signature:  
School Board Chair: Joe Sullivan  
Signature:

Date Signed: 2-20-2019

Date Signed: 2-20-2019

**Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.**

**Plan Input** Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Rick Ellingworth, Darcy Josephson, Brittany Nelson, Nancy Blue, Rebekah Gregg, Patti Machart, Jeff Bertrang, Matt Ringhofer, Jeff Kuehn, James Eckstein, Eric Schwarzrock, Patricia Fernandez, Sophia Tobitas, Nadia Crooker, John Cselovszki, Luisa Trapero, Silvia Solorzano, Sue Harris, Shawna Asendorf

This Council meets annually in Sleepy Eye. We update everyone on the purpose of the Achievement and Integration plan. Each district meets as a team to discuss the progress of their plan and to gather input for the development of the new plan. Each team shares with other districts what their goals are. A member of the council facilitates the discussion on needs and opportunities for integration amongst districts.

Community Collaboration Council for the RIS: Enter text here.

**Post to District Website** Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted. [www.cms.mntm.org](http://www.cms.mntm.org)

**Plan Goals** This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

**GOAL # 1: The percent of free and reduced students that are proficient on the MCA reading tests in grades 3-5 will increase from 61% in 2016-17 to 68% in 2019-2020 as measured on the MCAIII assessment.**

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

**Objective 1.1:** Monthly, during our Power Time, the Reading Intervention teacher will meet with grade level teachers and analyze the reading data( FAST bridge, STAR testing, and MCA scores) for students and determine if students are making adequate progress and determine if interventions should be modified. The reading proficiency scales will be a tool that will be used as part of the evidence of progress.

**Objective 1.2:** Students that are not making adequate progress will be referred to our Problem Solving Team Process to determine what interventions need to be made to increase student growth based on pre and post assessments.

**Objective 1.3:** The Reading Intervention teacher will work with the students using research based interventions, monitor and report progress to parents and team members, and adjust interventions according to data. **Objective 1.4** A reading specialist from the SWSC Coop will consult with our reading teacher/interventionist and analyze progress of interventions and help determine if the intervention is matching the need. She will also provide coaching on improving reading instructional practices. **Objective 1.5** Teachers will create and use Marzano proficiency scales that will measure the standards in reading and math. **Objective 1.6** The district's Native American Liaison will offer 1:1 homework assistance, Friday Study Hall, teach and provide tools for better organizational strategies, and read for enjoyment with students that are not meeting monthly independent reading goals. This person is paid for with other funds – but her duties will help meet our A and I goals.

**GOAL # 2:** 80% of the 6<sup>th</sup> grade students will agree that Ramp Up to Readiness activities helped them to understand the academic preparation needed to be successful in college, as measured in the Post-survey for Ramp Up to Readiness given in May during the 218-2020 school years.

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

**Objective 2.1:** Plan for and provide a College Expo experience for all Cedar Mountain 6<sup>th</sup> grade students allowing them to interact with students from the Cottonwood Integration Collaborative and gain exposure, at an early age, to panning for their post-secondary needs.

**Objective 2.2:** Teach Ramp Up to Readiness curriculum during Homeroom time weekly in 6<sup>th</sup> grade.

**Objective 2.3:** Enter Objective 2.3

To add goals and objectives, copy and paste the text above.

**GOAL # 3:** The percent of free and reduced students that are proficient on the MCA math tests in grades 6-8 will increase from 20% in 2017-18 to 30% in 2019-2020 as measured on the MCAIII assessment.

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

**Objective 3.1:** Monthly, during our Math Data Team meetings, the Math Intervention teacher will meet with math teachers and analyze the math data (STAR testing, MCA scores and Khan Academy) for students and determine if students are making adequate progress.

**Objective 3.2:** All students in grades 6-8 will be assigned specific Khan Academy assignments to complete during 15 minutes of their study hall 2 days a week. Those assignments will be based on their assessment data and will be monitored to determine if students are mastering the set standards. If they are – they will continue to work on grade level math standards.

**Objective 3.3:** Students that are not making adequate progress will be referred to the Math intervention teacher to determine what interventions need to be made to increase student growth based on pre and post assessments.

**Objective 3.4:** The Math Intervention teacher will work with the students using research based interventions, monitor and report progress to parents and team members, and adjust interventions according to data.

## INTERVENTIONS

**Directions** Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

**Requirement for this section:** At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

**Intervention # 1** Reading Intervention Teacher

**This intervention supports the following goal objective: Objective 1.1,1.2,1.3**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

**Narrative description of the critical features of the intervention.**

- Cedar Mountain Elementary will employ a **full time** reading Intervention teacher 5 days a week. She will be a part of the Power ½ Hour team for 2.5 hours of the day and will do targeted interventions for the remainder of her day. She will be a part of the Problem Solving Team (PST), facilitate the monthly grade level data meetings, and facilitate progress monitoring of students in interventions.
- A Reading Specialist will coach the reading teachers on improved reading instructional strategies and will work with the interventionist on analyzing data and ensuring we are implementing interventions that match the need.
- The Native American Liaison will assist with interventions, homework help, read with children, and help teach organizational strategies. Note – she is not paid for with A and I funds.
- The proficiency scales are designed with the idea that students learn skills and understand concepts in a progressive way. Instead of presenting students with an assessment that is pass or fail, right or wrong, this assessment recognizes what a child already knows (usually scales 1-2), and creates a clear model of what the child is expected to understand by the end of the year (scales 3-4). Inspired by Marzano's research in "The Art and Science of Teaching" this assessment breaks down every standard into four scales from 1-4 (levels of difficulty), with a learning goal statement accompanying each one. This is part of our implementation of Standards Based Grading. A majority of the District Staff Development time will be devoted to the creation of these scales. This time is not funded by the A and I budget.

**Targeted Interventions:**

Students in grades K-5 will be tested in the spring and fall using the STAR tests. Fluency and comprehension will also be benchmarked 3 times a year using AIMS web. Those students scoring in the lower quartile will be progress monitored bi-weekly. Students in interventions will be progress monitored weekly using AIMS Web or STAR progress monitoring.

Students will be referred by their classroom teacher to an intervention program based on 2 or more of the following criteria:

- a. Not meeting or exceeding in the spring MCA reading tests.
- b. Scoring below grade level on the fall STAR tests
- c. Scoring below set grade norms in the fall AIMS fluency or comprehension scores
- d. Regular low scores on Weekly Assessments in our reading curriculum.

The Problem Solving Team (PST) will meet twice monthly to gather and review data to determine what intervention to use with the student. The PST team is composed of: Principal, Social Worker, Native American Liaison, 2 Special Education staff, 3 classroom teachers, Reading teacher, and Title I staff. Possible intervention choices are:

- a. Soar to Success and Early Success (Houghton Mifflin)-  
[http://www.eduplace.com/intervention/soar06/prod\\_overview/index.html](http://www.eduplace.com/intervention/soar06/prod_overview/index.html)
- b. Headsprout Reading -- <http://www.readinga-z.com>
- c. Reading A-Z intervention programs- <http://www.readinga-z.com>
- d. Reading Corps strategies – <http://minnesotareadingcorps.org>
  - Duet Reading
  - Newscaster Reading
  - Repeated Reading with Comprehension
  - Early Literacy
  - Blending Words
  - Letter and Sound Recognition
  - Error Correction
  - Pencil Tap
- e. Incremental rehearsal strategy using dolch word lists -  
<http://ebi.missouri.edu/?p=75>
- f. Resources taken from Strategies for Struggling Readers

The team will determine to discontinue the intervention when the student has met the upcoming grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.

The teacher will continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

### **Power ½ Hour Model-**

Students in grades K-5 participate in a Power Half Hour model 5 times a week for 30 minutes. Students are divided into 5 ability based sections (on level, beyond level and approaching level) which are facilitated by 5 reading instructors. Groups sizes are about 5-10 students. They will use leveled readers that accompany our McMillan McGraw Hill reading curriculum (Treasures) and use guided reading strategies. They will also use the intervention materials provided with the curriculum and other interventions as needed. Close reading and other comprehension strategies to strengthen answering text supported questions will be used. Staff members will meet one time per month to examine data, review strategies and move children around in groups as needed. The following data will be used to record progress: AIMS Web fluency and maze, NWEA test scores, and weekly assessments.

Evidence for Guided Reading -

[http://teacher.scholastic.com/products/guidedreading/pdfs/GR\\_Research%20Base.pdf](http://teacher.scholastic.com/products/guidedreading/pdfs/GR_Research%20Base.pdf)

Evidence for close reading strategy - <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.asp>

Grade levels to be served: Kind – 6th

Location of services: Cedar Mountain Elementary

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): FAST bridge, STAR assessments, and MCA assessments

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <http://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The % of Free and Reduced students in grades 3-5 that are proficient on the MCA reading test will increase from 54% in 2015-16 to 70% in 2020.	60%	65%	70%
Enter KIP.			

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

**Intervention # 2 Math Intervention Teacher**

**This intervention supports the following goal objective: Objective 3.1,3.2,3.3**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

**Narrative description of the critical features of the intervention.**

- Cedar Mountain Elementary will employ a .2 Math Intervention teacher 5 days a week. She is a licensed math teacher and will do targeted interventions for one period of her day. She will facilitate the monthly data meetings, set up the KHAN academy for grades 6-8 and facilitate progress monitoring of students in interventions.

**Targeted Interventions:**

- Grades 6-8 will use the Khan Academy 2 times a week during their study hall and can continue to use it at home if they wish. Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.

Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps.

- Students in grades 6-8 will be tested in the fall, winter and spring using the STAR tests.
- Students will be referred by the data team to an intervention program based on 2 or more of the following criteria:
  - a. Not meeting or exceeding in the spring MCA reading tests.
  - b. Scoring below grade level on the fall STAR tests
  - c. Scoring below set grade norms in Khan Academy.
  - d. Regular low scores on grade level math assessments.
- Interventions will be used from Khan Academy and will be administered by the math teacher in small groups or individually.
- The team will determine to discontinue the intervention when the student has met the grade level benchmark.
- Incentives will be awarded to all students that meet their set goals in Khan Academy. These incentives (popcorn/movie party, Technology/drone activity, etc.) will be held during the study hall time.

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Khan Academy, STAR assessments, and MCA assessments

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement

<https://www.sri.com/work/projects/research-use-khan-academy-schools>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The % of Free and Reduced students that are proficient on the MCA math test will increase from 20% to 30% in 2020.		25%	30%
Enter KIP.			

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

**Intervention #3 – Lead and Learn Academy**

**Narrative description of the critical features of the intervention.**

**Incentive funds:** Cedar Mountain district will collaborate with racially isolated Sleepy Eye district to offer an inter-district Learning Academy which will be held for two weeks in the month of June. “Lead and Learn Academy” will be open to current 3<sup>rd</sup> – 5<sup>th</sup> graders. In order to decrease racial and economic achievement and enrollment disparities, our plan is to enroll a racially and ethnically mixed group of students that have a difference of some kind (economic,



abilities). All students will be working toward the common goal of improving leadership, communication and team building skills - all while learning about local history, science, geography, etc. By enrolling students from our racially isolated district, we will be decreasing the racial and economic enrollment disparities of students enrolling at Cedar Mountain's summer program by increasing the racial and ethnic diversity of participating students. We hope that with these enhanced skills, students will be more engaged in the learning process throughout the school year and will have gained a wider circle of friends/relationships. We are creating a cross-cultural experience with a variety of shared learning opportunities. Students will work in small groups, individually and as teams. Courses involve hands on learning, technology, and field trips and will be based on Minnesota Standards. A licensed instructor will coordinate the program and teach the students along with other staff and student volunteers based on the number of students enrolled. This will also be a good learning and leading experience for the high school student volunteers. Sleepy Eye is offering this course through their Community Education Program and several of our activities will take place in the Sleepy Eye community utilizing their lake and park. Cedar Mountain has a Free and Reduced rate of 57% and our non-white population is 21%. We anticipate that 50% of our students will be in one of those categories and hope that this program will improve their academic achievement.

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): FAST bridge, STAR assessments, and MCA assessments

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <https://tcf.org/.../the-benefits-of-socioeconomically-and-racially-integrated-schools->

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The % of Free and Reduced students that are proficient on the MCA reading test will increase from 54% in 2015-16 to 70% in 2020.	60%	65%	70%
The enrollment of Sleepy Eye students in our Summer Academy will increase from 0% of the total participants in 2017 to 20% by 2020.	10%	15%	20%
Enter KIP.			

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

**Intervention # 4 - Sixth Grade College Expo**

**This intervention supports the following goal objective: 2.1 and 2.2**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

**Narrative description of the critical features of the intervention.** The Cedar Mountain Middle School/High School implemented the Ramp Up to Readiness program 2 years ago. The Ramp Up to Readiness program identifies five pillars of college readiness – career readiness, admission readiness, personal and social readiness, academic and financial readiness. We plan to continue this program as we feel we are providing the students with good materials and process for planning ahead for their future. Our leadership team’s analysis is that some of our younger students are not thinking about post-secondary learning or have not taken responsibility for their learning. We feel that by exposing students at a younger age to the college atmosphere and hearing a presentation on setting their goals and achieving them – we may expand their thinking and increase their ownership in their learning. Therefore, we will plan and offer, in collaboration with Cottonwood River Integration Collaborative (CRIC), an event our 6<sup>th</sup> grade students will attend with students from other CRIC schools so they are exposed to post-secondary opportunities. There will be many activities designed throughout the day for students to interact with each other, experience a college atmosphere, and learn about setting goals.

Grade levels to be served: 6<sup>th</sup> grade

Location of services: Cedar Mountain Middle School and various locations

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Feedback from students attending the College Expo will be collected and analyzed. A post-survey will be administered in May of each school year to determine student’s perceptions on college/career readiness, academics, and their progress on the goals of the Ramp Up to Readiness program.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <https://rampuptoreadiness.org/overview/research-behind-ramp>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The % of 6th grade Cedar Mountain students attending the college expo will be measured.	90%	90%	90%
In the post survey for Ramp Up to Readiness, 80% or more of the students will answer “I agree” to the following question: Ramp-Up to Readiness helps me to understand the academic preparation I will need to be successful in college.	80%	80%	80%
Enter KIP.			

**Racially Identifiable School(s)**

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

*If MDE has not notified your district that one of your sites is an RIS, please delete this section.*

**RIS Plan Goals** The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

**Requirement for this section:** At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

**RIS Goal # 1** Enter goal statement here

**Aligns with WBWF area:** Choose an item.

**RIS Objective 1.1:** Click here to enter RIS Objective 1.1

**RIS Objective 1.2:** Click here to enter RIS Objective 1.2

**RIS Objective 1.3:** Click here to enter RIS Objective 1.3

**RIS Goal # 2** Enter goal statement here

**Aligns with WBWF area:** Choose an item.

**RIS Objective 2.1:** Click here to enter RIS Objective 2.1

**RIS Objective 2.2:** Click here to enter RIS Objective 2.2

**RIS Objective 2.3:** Click here to enter RIS Objective 2.3

To add goals and objectives, copy and paste the text above.

## **RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS**

**Directions** Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

**RIS Intervention #:** Name of intervention.

**This intervention supports the following goal objective:** Objective number.

**Type of Intervention:** Choose intervention type.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

**Narrative description of the critical features of the intervention.** Enter narrative here.

Grade levels to be served: Grades

Location of services: Location

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): Enter formative assessment.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			
Enter KIP.			
Enter KIP.			

*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)). **The Achievement and Integration Needs Assessment helped us determine that some of our students need more prescriptive programming in order to be successful in the classroom. The Rtl model has been highly researched and used in schools. We have created a model for our school that is purposeful, based on data, is aligned to our reading program and is working for us. We used this model for our intervention in the 2015-17 plan and our FRP data increased from 44% proficient on the MCA reading to 61% in 2017. There is not a gap between the FRP and non-FRP. Although we did not make our goal of 70%, the Rtl interventions are working and we want to continue with this model. We will have a Reading Specialist coach our staff to be sure we are providing instruction and interventions that align with Best Practice. The creation of the Reading Proficiencies will focus our instruction and assessment. We will also instill the help of a Native American Liaison to work with that population of students to help them be more successful. The plan focuses on our goal to increase student achievement and aligns with our World's Best Work Force Plan.** The Ramp up Program is fairly new to our district and we want to continue it to develop our student's five pillars of college readiness.