

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
District V - Voluntary | 3. Springfield Public School A
- Adjoining |
| 2. St. James Public School RI
- Racially Isolated | 4. New Ulm Public School A -
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. 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: 2-21-2017

Date Signed: 2-21-2017

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

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 will increase from 54% in 2015-16 to 70% 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(Aims, STAR testing, and MCA scores) for students and determine if students are making adequate 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 Incentive funds** will be used to develop a Summer Academy for two weeks in June that will be open to all elementary students in the Cottonwood River Collaborative. Themes for the camp will be developed around standards in social studies, science, and English Language Arts with the focus being hands-on, inter-active learning.

GOAL # 2: 80% of the 6th 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 6th 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 6th grade.

Objective 2.3: Enter Objective 2.3

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

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 .75 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.

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
- 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

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): **Aims Web, STAR assessments, MCA assessments, OLPA 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 that are proficient on the MCA reading test will increase from 54% in 2015-16 to 70% in 2020.	60%	65%	70%
Enter KIP.			
Enter KIP.			

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

Intervention # 2 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 6th 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: 6th 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 32.5% proficient on the MCA reading to 54% in 2016. The Rtl interventions are working and we want to continue with it. 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.**