

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: Cedar Mountain School
#2754

District Integration Status: Racially Isolated District
(RI)

Superintendent: Robert Brandl
Phone: 507-249-5990

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Plan submitted by: Patti Machart

Title: Elementary Principal

Phone: 507-557-2251

Email: pmachart@cedarmt.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Cedar Mountain School
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

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

1. **Springfield Public School A - Adjoining**
2. **New Ulm Public School A - Adjoining**
3. **St. James Public School RI – Racially Isolated**
4. **Redwood Area Schools RI - Racially Isolated**
5. **Sleepy Eye School RI - Racially Isolated**

School Board Approval

x 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).

x 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: Robert Brandl
Signature:

Date Signed: February 10, 2020

School Board Chair: Joe Sullivan
Signature:

Date Signed: February 10, 2020

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](#).

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. Members: Rebekah Gregg (Native American Parent Liaison), Nancy Blue (Native American Liaison), Patti Machart, Rob Brandl, Tammy Yackley, David Prescott (NA Parent), Nancy Schultz (parent of Native American students), Angie Buchanan (parent of Native American students), Desiree Gregg (NA parent). Meeting held on October 10, 2019. Parents were in agreement with the Achievement and Integration Plan and how it "braids and blends" with our Indian Education Program Plan. Parents are appreciative and supportive of interventions for students that are not working at grade level. Parents like that the interventions take place during the school day with a licensed teacher. Discussion about the College Expo day was positive and suggested that we include a 2 year college experience as well. Parents were very enthusiastic about the Leadership Camp as they struggle to find opportunities like this for children in our area that are affordable. Developing youth leadership has been a conversation in several different arenas throughout the year. Next meeting date is March 12, 2020.

Multidistrict Collaboration Council: Members: Rebekah Gregg (Native American Liaison) , Nancy Schultz (parent of Native American students) , David Prescott (Native American parent) , Michelle Thooft (staff) and Patti Machart (principal). This committee also has representatives from the other schools involved in the CRIC. 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 Racially Identifiable School(s): Members: Rob Brandl, Patti Machart, Tammy Yackley, Sarah Sullivan, Michelle Thooft, Ashley Nelson, Carole Eisenbarth, Brycen Christensen, Preston Palokanges, student rep from Student Council. This is our WBWF committee and we meet 4 times a year to discuss the goals, progress, and evaluation of the WBWF goals. The committee gives input on the needs assessment and setting our priorities.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (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.

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: Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

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* drop-down menus 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 # Enter a name and unique number for this strategy.

Type of Strategy: Choose the type of strategy.

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

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what

this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

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)

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 2021	Target 2022	Target 2023
<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%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

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.

Remember to copy and paste the goal section when adding additional goals.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

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)).

RIS Goal # 1 Cedar Mountain will close the achievement gap on the MCA Math test between students that qualify for Free and Reduced meals and the district average from 7.2% in 2019 to 3% or less in the 3 year average for 2019-22. Cedar Mountain will close the achievement gap on the MCA Reading test between students that qualify for Free and Reduced meals and the district average from 6.1% in 2019 to 3% or less in the 3 year average for 2019-22.

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

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy #1 College Expo for 6th graders in CRIC Collaborative

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Narrative description of this strategy: Based on the needs assessment by the Cottonwood River Integration Collaborative (CRIC) in March 2019 38% of the CRIC sixth grade students indicated they had never been on any college campus. The leaders in the CRIC school districts analyzed the data and decided to meet the needs our students should be exposed to post-secondary opportunities at an early age along with the students having the opportunity to engage with students from other school districts. We will plan to offer, in collaboration with the other CRIC school districts, the opportunity for our sixth grade students to be exposed to a technical college and a four year college so students begin to understand the opportunities and the requirements for specific career pathways at an early age to assist them in

planning their elective classes during their high school career. Along with the tours, we will provide a motivational speaker for the students who will share the importance of education for our students. These opportunities will assist students and help prepare students for the phase of life following high school. Sixth grade students will be administered a pre-survey and a post-survey with the following questions: Have you been on a college campus?; I understand there are several options for me after I complete high school.; I understand what a college campus is like.; I understand there are steps I can take in middle school to help me prepare for success in the future. The response choices will be strongly disagree, disagree, agree and strongly agree. We will analyze and the percent of students agreeing and percent of students strongly agreeing and should see an increase from the pre-survey to the post-survey results each year. Throughout the day students from the different school districts will be placed in groups together allowing for interactions of students from different racial, ethnic, economic backgrounds. Allowing the students these interactions will encourage students to be comfortable when they interact with students from different backgrounds.

Grades to be served: 6th

Location of services: Cedar Mountain and area 2 year and 4 year college.

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 are 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 key 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)

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 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP. The percentage of students agreeing and strongly agreeing with the questions will increase between the pre-survey and post-survey results each year. The target will be determined each year based on the pre-survey results.	TBD based on pre-survey	TBD based on pre-survey	TBD based on pre-survey
Enter KIP. The number of students from each participating school district will be tracked and recorded	NA-number reporting	NA-number reporting	NA-number reporting
Enter KIP.			

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

Strategy #2 Reading and Math Interventions

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Reading: 1. 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.

2. 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.

3. 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.

4. 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.

5. Reading teacher/interventionist will attend training on reading strategies such as Guided Reading to improve instruction. She will then train the reading paraprofessionals on new strategies to use with students during interventions

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.

Math: 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.

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.

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.

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.

Location of services: Cedar Mountain Elementary and MS/HS

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 are 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 key 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)

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 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Cedar Mountain will close the proficiency gap on the MCA Math test between students that qualify for Free and Reduced meals and the district average proficiency from 7.2% in 2019 to 3% in the 3 year average for 2019-22.	5.5%	4.5%	3%
Cedar Mountain will close the proficiency gap on the MCA Reading test between students that qualify for Free and Reduced meals and the district average proficiency from 6.1% in 2019 to 3% in the 3 year average for 2019-22.	5%	4%	3%
Enter KIP.			

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

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

RIS Goal #2: Cedar Mountain students that attended the Leadership Camp will report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves from an average of comfort level of 2 out of 5 in a post survey to 4 out of 5 on a 5 point Likert scale, by the end of the 2023 school year.

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

Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Leadership Camp

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Summer Leadership Camp

Integration Goals

Cedar Mountain students will self-report an increase in their level of comfort with initiating positive relationships and working as a team with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 2 out of 5 in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2022-23 school year.

Grade specific

Summer Leadership Camp (10-12th Gr)

Summer Leadership Academy is a collaborative leadership program between the schools in the Cottonwood River Integration Collaborative (cross-district integration activities) created to address racial and economic enrollment disparities. Sleepy Eye District will be joining us for this camp. Students entering 10th, 11th and 12th grade from all districts come together for an intensive five-day overnight leadership academy with the overarching themes of self-identity, community, integration and leadership. Each day students participate in field experiences that relate to the themes taught in the academy, and then reflecting/journaling about their experiences. This is geared toward students of all ability levels in order to avoid segregating students by ability. The course culminates with a community service project and will be followed up with a mid-year forum. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their communication and leadership skills. **Our goal is to track the participation in leadership positions in our district (student council, class officers, etc.) and increase involvement so the demographics of those organizations more closely match the demographics of our district.**

Tentative Plan for Summer Leadership Camp:

- 2nd week of June
- Sunday - Thursday
- Sunday: Arrive at 1 pm
- Thursday: Pick up at 11 am
- Max Capacity: 36 students total
- Staff: 2 licensed staff and 4 staff over age 21
- Students will be canoeing, hiking, zip lining, completing a service project at Minneopa State Park, participating in communication and leadership challenges. Following each activity and evening they will be reflecting on their experiences in large, small or personal settings.
- The Home School will be responsible for transportation to the Flandrau State Park Group Center.
- Cost: \$300 per student

Summer Leadership Camp (7-9th Gr)

Summer Leadership Academy is a collaborative leadership program between the schools in the Cottonwood River Integration Collaborative (cross-district integration activities) created to address racial and economic enrollment disparities. Sleepy Eye District will be joining us for this camp. Students entering 7th, 8th and 9th grade from all districts come together for a 4 day leadership camp with the overarching themes of community, integration and leadership. Each day students participate in hands-on field experiences that relate to the themes. This is geared toward students of all ability levels in order to avoid segregating students by ability. The camp culminates with an overnight camp experience. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their communication and leadership skills. **Our goal is to track the participation in leadership positions in our district (student council, class officers, etc.) and increase involvement so the demographics of those organizations more closely match the demographics of our district.**

Tentative Plan for Summer Leadership Camp:

- 4th week of June
- Monday (12-4 pm), Tuesday (12-4 pm), Wednesday 12 pm and then overnight to Thursday at 11 am (Meals provided Wednesday evening and Thursday morning, snacks provided as well)
- Max Capacity: 36 students
- Staff: 2 Licensed Staff, 4 staff over age 21

- Students will be canoeing, fishing, hiking, and completing leadership challenges to hone in on their own personal skills and how to lead in multiple settings.
- Home School will be responsible for transportation to Cedar Mountain; Pick up at Flandrau State Park Group Center
- Cost: \$150 per student

Lead and Learn Day Camp (4-6th Gr)

Lead & Learn Day Camp is a collaborative leadership program between the schools in the Cottonwood River Integration Collaborative (cross-district integration activities) created to address racial and economic enrollment disparities. Sleepy Eye District will be joining us for this camp. Students entering 4th, 5th and 6th grade from all districts come together for a 4 day leadership program with the overarching themes of community, integration and leadership. Each day students participate in hands-on field experiences that relate to the themes. This is geared toward students of all ability levels in order to avoid segregating students by ability. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while learning communication and leadership skills. **Our goal is to track the participation in leadership positions in our district (student council, class officers, etc.) and increase involvement so the demographics of those organizations more closely match the demographics of our district.**

Tentative Plan:

- 3rd week of June
- Monday - Thursday
- 12 pm - 4 pm
- Max Capacity: 72 students
- Staff: 2 Licensed Staff, 4-8 staff ages 16+
- Students will be canoeing, fishing, hiking, and completing leadership challenges to hone in on their own personal skills and how to be leaders in their schools, communities and nature.
- Home School will be responsible for transportation to Cedar Mountain each day.
- Cost: \$100 per student
- Location of services: Area parks in New Ulm, Sleepy Eye, and Franklin, MN

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 are 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 key 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)

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 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%

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 2021	Target 2022	Target 2023
Cedar Mountain students will self-report an increase in their level of comfort with initiating positive relationships and working as a team with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 2 out of 5 in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2022-23 school year.	60%	70%	80%
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

RIS Goal #3: Cedar Mountain students’ access to effective educators trained in cultural competencies as defined in the PELSB requirements will increase to 100% in 2023.

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

Goal type: Teacher Equity

Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Cultural Competency Training

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your 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.
- X 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 will instruction be delivered, and where will this take place.

Cedar Mountain School will hold training sessions on the cultural competencies during the next three school years. The training will be a combination of several activities including: 1) A trained staff member of the South West South Central Coop will facilitate the training. The SWWC training takes 4 hours with a group, and staff are required to have read two articles prior to the training. Training is limited to 40 participants in a session, because it uses a case study book as a part of the content, and it also will help with the user experience in being able to engage in more conversations around the content. SWSC has had their content approved by PELSB. 2) A Staff Development day will be spent at the Lower Sioux Reservation with trainings in the area of culturally responsive classroom, Lower Sioux history, Native Education overview including boarding school history and historical trauma, and information shared from the McKnight funded education research. 3) Throughout the year teachers will have the opportunity to engage in activities and in reflective practice to increase cultural responsiveness during their PLC time. Teachers will exit this training with more ideas on how to grow safe, welcoming, and inclusive learning communities in their classrooms
 Location of services: Cedar Mountain School and Lower Sioux Reservation

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 are 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 key 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)

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 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Cedar Mountain students' access to effective educators trained in cultural competencies as defined in the PELSB requirements will increase from 20% to 100% in 2023.	70%	80%	100%
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (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 and math program and is working for us. We used this model for our interventions in our past Achievement and Integration Plan in the elementary and we now want to continue that plan into the Middle School as well. The gap between the FRP and non-FRP is decreasing and we want to continue that trend since it effects the 54% of our population that are in the FRP sub group. To be sure we are continuing improvement, we will carry out professional development for our reading and math staff to be sure we are providing instruction and interventions that align with Best Practice. This plan allows for an intentional focus on the achievement gaps within our district and allows for an intentional focus on success for our students that may be falling through the crack. This plan creates efficiencies by relating these goals with those of Title I, American Indian Education Plan, and WBWF and our Staff Development Plan. We instill the help of two Native American Liaison to work with that population of students to help them be more successful (funding for these positions are not taken out of the A and I plan – although their services definitely support this plan). Parent Engagement activities are planned in collaboration with these other committees to increase parent support and improve communication. The plan focuses on one of our district's goal to increase student achievement and aligns with our World's Best Work Force Plan. Our Achievement and Integration Plan creates efficiencies by enabling us to collaborate with the other districts in the CRIC to jointly plan and implement cross-district opportunities for student learning, interaction and growth.