

**Achievement and Integration Plan (Word for MAC)**

**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 3535.090-0180.

**District ISD# and Name**:0738 Holdingford

District’s Integration Status:

Superintendent’s Name:Chris Swenson

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Plan submitted by:

Name:Chris Swenson

Title:Supt.

Phone:320-746-4308

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**Racially Identifiable Schools (RIS) within District**

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below, follow instructions on page 9 to add additional lines as needed.

1.

2.

3.

4.

5.

6.

7.

8.

9.

9.

11.

12.

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.

**School Board Approval**

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district’s comprehensive World’s Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent:Chris Swenson

Signature Date Signed:

School Board ChairMichael Higgins

Signature Date Signed:

**Integration Collaborative Member Districts**

If your district belongs to one, list the districts in your collaborative and their integration status. Follow instructions on page 9 to add additional lines as needed.

Name of Collaborative:St Cloud School District Multi-District Collaborative Council

1. ROCORI

2. Sauk Rapids Rice

3. Kimball

4. Foley

5. Holdingford

6. Annandale

7. Becker

8. St Cloud

**Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available online at** <http://education.state.mn.us/MDE/dse/acint/>.

**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 our district’s plan and for your Racially Isolated School (RIS), as applicable.

Multi-District Collaboration Council:
Community Collaboration Council for RIS:

**Post to District Website**Prior to your district’s AI and World’s Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district’s Achievement and Integration plan is posted.

**Submitting This Plan**Submit this completed plan template as a word document to MDE by March15, 2017 for review and approval. Email to MDE.integration.state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as separate PDF.

**GOAL # 1:** Increase parent participation of families with students enrolled in pre k from 20% to 30% as measured by a record of attendance at the six parent involvement events by June 2020.
**Aligns with WBWF area:**  **Objective 1.1:**  **To build relationships that will facilitate families’ ability to increase their students’ pre-k readiness.**

 **Objective 1.2:**  **To increase the ability of families to engage, communicate, and build effective relationships within the school community.**

 **Objective 1.3**:

**GOAL # 2:** The proficiency level of 8th grade students according to the MCA III Reading Accountability test will increase by 2% points (Compared to each grades 7th grade proficiency score) in 2017-18, 3% points in 2018-19, and 4% points in 2019-20.
**Aligns with WBWF area:
Objective 2.1:** **To increase the amount of informational text reading classes, specifically the intercultural studies class.
Objective 2.2:** **Students will increase the amount of writing in the intercultural studies class, by writing to pen pals from culturally diverse schools.
Objective 2.3:** **GOAL # 3:**
**Aligns with WBWF area:
Objective 3.1:** **Objective 3.2:** **Objective 3.3:**

*Follow instructions on page 9 to add goals and objectives, changing the number for additional goals.***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. Provide the information requested for each intervention.

Follow instructions on page 9 to add interventions template as needed. Change the number for each additional intervention.

**Requirement** At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district’s adjoining and voluntary AI districts (Minn. Rule 3535.0170).

**Intervention 1** **Family Involvement Events**

**Priority Area:**

**Objective this intervention supports:** **1.1, 1.2**

**Type of Intervention**:

**Integrated Learning Environments** 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**: • We will offer at least six family involvement events that are relevant and support student readiness as well as build effective relationships with families and the school. Family Involvement events are based on the idea that the family provides a child's first and most significant learning environment and parents are a child's first and most important teachers. Family involvement events will work to strengthen families and their relationship with the school community. The goal Parent Involvement Events is to enhance the ability of all parents and other family members to provide the best possible environment for their child's learning and growth at home and in the school community.

Grade levels to be served:PreK

Location of services: Holdingford Elementary School

**Formative assessment(s) used to inform instructional decision-making**: Pre-survey inquiring family topic interest and post evaluations.

**Evidence of research-based:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

o US Department of Education’s Dual Capacity-Building Framework for Family School Partnerships http://www2.ed.gov/documents/family-community/frameworks-resources.pdf

o National Association for the Education of Young Children - Family Engagement and Early Childhood Education http://www.naeyc.org/content/research-news-family-engagement

***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 |
| Increase the number of parents/caregivers participating in family involvement events resulting in student readiness. | 30% | 40% | 50% |
| Increase the percent of parents/caregivers who report positive relationships with the school community. | 70% | 75% | 80% |
|       |       |       |       |

**Intervention 2:**

**Priority Area:**

**Objective this intervention supports:** **2.1, 2.2**

**Type of Intervention**:

**Integrated Learning Environments** 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.

[x]  Increases cultural fluency, competency, and interaction,

[ ]  Increases graduation rates.

**Narrative description of the critical features of the intervention:** **A variety of activities will be used to support this intervention.**

**1.**

**Our goals for activity one will be to increase language arts skills. We will read and write about texts focusing on American Indian and Immigrant cultures. Students will learn about the local/individual history and how different cultures have integrated to form what Holdingford is today. Because of the strong ties to the American Indian community in the region, there will be a focus on learning about the first inhabitants (American Indians) traditional ways of life and contemporary situation. We will be visiting the Mille Lacs Indian Museum to explore artifacts, dioramas, multimedia presentations, interactive puzzles and games, as well as the historic trading post building. Through a unit on immigration we will study people who have immigrated to central Minnesota historically and recently in order to better understand the challenges they have encountered and overcome.**

**2.**

**Our goal for activity two is to increase our cultural fluency, competency and interaction through connecting with our partner school at North and/or South Jr. High. Using Emodo, Skype and forming penpals, we will collaborate on lessons and plan WE program activities. Through the WE program students will be encouraged to become active in addressing global, regional, and local issues. We will provide opportunities for our students to establish and maintain relationships with students from North Junior High through our pen pals letters.**

**3.**

**Our goal for activity three is to continue furthering our relationships with North and/or South Jr. High through our service learning WE day trip. We intend to provide all of our students an opportunity to overcome the misinformed prejudices that are perpetuated from the lack of quality connections and mutual understanding.**

Grade levels to be served: 8th

Location of services: Holdingford JH/HS School

**Formative assessment(s) used to inform instructional decision-making**: MCA III reading accountability tests

**Evidence of research-based:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

Black, P., Harrison, C., Lee, C. Marshall, B., & William, D. (2004, September). Working inside the black box: assessment for learning in the classroom. Phi Delta Kappan, 80, 8-20.

Black, P., William, D. (2003). In praise of educational research: formative assessment. British Educational Research Journal, 29. Retrieved from http://find.galegroup.com.proxybs.lib.montana.edu

Slavin, E., Robert, Hurley, A., Eric, Chamberlain, Anne. (2003, April). Part Three. Sociocultural, Instructional, and Relational Processes.

***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 |
| Track number of classroom partnerships/activities with adjoining districts | 2 Activites | 3 Activities | 4 Activities |
| Track number of students participating/activities with adjoining districts | 1 Class | 2 Classes | 3 Classes |
| The proficiency level of 8th grade students according to the MCA III Reading Accountability test will increase by \_\_(Compared to each grades 7th grade proficiency score)  | 2% | 3% | 4% |

**Intervention 3:**

**Priority Area:**

**Objective this intervention supports:**

**Type of Intervention**:

**Integrated Learning Environments** 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**:

Grade levels to be served:

Location of services:

**Formative assessment(s) used to inform instructional decision-making**:

**Evidence of research-based:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

***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 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

**Racially Identifiable School(s)**

If the Minnesota Department of Education (MDE) has notified you 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 IRS, please delete this section.

**RIS Goal #1:** **Aligns with WBWF area**:

**RIS Objective 1.1:**

**RIS Objective 1.2:**

**RIS Objective 1.3:**

**RIS Goal #2:** **Aligns with WBWF area**:

**RIS Objective 2.1:**

**RIS Objective 2.2:**

**RIS Objective 2.3:** **Requirement:** At least one RIS Objective shall be to increase racial and economic integration at that school.

*Follow instruction on page 9 to add goals and objectives, changing the number for additional goals*.

**RIS INTERVENTIONS**

**Directions** Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Follow instructions on page 9 to add interventions. Change the number for each additional intervention.

**RIS Intervention 1:**

**Priority Area:**

**Objective this intervention supports:**

**Type of Intervention**:

**Integrated Learning Environments** 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**:

Grade levels to be served:

Location of services:

**Formative assessment(s) used to inform instructional decision-making**:

**Evidence of research-based:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

***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 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

**RIS Intervention 2:**

**Priority Area:**

**Objective this intervention supports:**

**Type of Intervention**:

**Integrated Learning Environments** 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**:

Grade levels to be served:

Location of services:

**Formative assessment(s) used to inform instructional decision-making**:

**Evidence of research-based:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

***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 |
|       |       |       |       |
|       |       |       |       |
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**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)).

**Adding Lines to the AI Plan Template (Word for MAC)**

The Apple/MAC version of the AI plan template is protected to enable the drop down menus to work. If you need to add lines for goals, objectives or interventions you will need to “unprotect” the document.

**Step 1:** Check to see if you have “Developer “ on your ribbon.



To add Developer to your toolbar

On the Word menu, click Preferences.

Under Personal Settings, click Ribbon.

In the “Tab or Group Title” box scroll down and check Developer

Developer should now show up on your toolbar.

**Step 2:** Click on the “Protect Form” icon on the ribbon. If the icon is shaded the form is protected, you will not be able to add lines. Click on the icon to “unprotect” the form.

**Step 3:** Copy and paste the section of the form you need added.

**Step 4:** Remember to protect the form to enable the drop downs to work.