**ISD 738 - Holdingford Integration Plan SY 2014-2017.**

A Focus on Education and Breaking down Social Barriers

Reading.

| Name of District | Baseline data (2013) | Year 1  2014-15 | Year 2  2015-16 | Year 3  2016-17 | *Total Increase* |
| --- | --- | --- | --- | --- | --- |
| *Non-FRP* | 67.3% | 69.6 | 71.9 | 74.3 | *7* |
| *FRP* | 63.8% | 67.3 | 70.8 | 74.3 | *10.5* |

  Math.

| Name of District | Baseline data (2013) | Year 1  2014-15 | Year 2  2015-16 | Year 3  2016-17 | *Total Increase* |
| --- | --- | --- | --- | --- | --- |
| *Non-FRP* | 58.9% | 62.2 | 65.5 | 68.9 | *10* |
| *FRP* | 52.1% | 57.7 | 63.3 | 68.9 | *16.8* |

**Goal 1**

We will provide opportunities for our students to establish and maintain relationships with students from ISD 742 – North Community School through academic collaboration, experiential learning and cultural sharing. Additionally, we will provide opportunities for our Eighth grade students to both, increase opportunities to increase their reading comprehension while learning about other cultures. Through project based learning, students will have a better understanding of other cultures and be more willing to bridge the perceived differences, provide opportunities to establish quality relationships and form lasting bonds. We intend to all of our students an opportunity to overcome the mis-informed prejudices that are perpetuated from the lack of quality connections and mutual understanding.

Activity 1

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

Reading Goal

Close the proficiency GAP between the non-FRP and FRP 8th grade students tested within the Holdingford District on all Reading accountability tests (MCA, MOD, MTAS). For this year’s 8th grade students, our goal is to increasing the proficiency of all students, and the non-FRP and FRP students. Specifically we intend to increase the proficiency from 58.8% to 68% proficiency for the cohort of FRP students and from 63% to 70% proficiency for non-FRP students. This we believe is very attainable.

There are three sections of 8th grade students who spend a semester in an integration class, every other day (40 hours per semester).

The Integration teacher will work with each 8th grade student on individual proficiency goals as measured by the reading MCA test. These goals will be established at the beginning of the school year. Reading support includes the integration teacher working collaboratively with our 8th grade language arts and social studies teachers to examine the areas where each student struggled on the reading test. Practice reading assignments and Lexiled reading selections will be given to students in addition to all students being assigned a cultural research project of their own choosing. This will be an interdisciplinary research project done with the language arts and social studies teachers. It will require extensive research and reading on the topic that the student selects. The writing assignment will be evaluated based on a rubric developed with assistance from Language Arts teacher. The integration, language arts and social studies teachers will all monitor students progress in an effort to increase their reading and comprehension skills. They will design formative assessments and use the OLPA practice reading test provided by the state. The project expectations will be differentiated according to the students’ reading level. As mentioned previously, Lexiled reading material will be available to help each student work at and slightly above their ability level.

Because of the strong ties to the native American community in the region, the integration teacher will also be teaching students about the contributions and the struggles of these students.

Outcomes from this class include, but are not limited to:

Increase reading proficiency.

Learn about the local/individual history and how different cultures have integrated to form what Holdingford is today.

Learn about the first inhabitants (Native Americans) culture and their contributions.

Learn about the people who have immigrated to the Central Minnesota area (historically and recently) in order to better understand the challenges they have encountered and overcome.

Activity 2

**Integrated Learning Environments:**

**Increased cultural fluency, competency, and interaction**:

School exchange visits.

Mid-November at Holdingford, focus on integrating North students into our science, social, physical education and art classes. Using Edmodo and Skype to interface before meeting with students. A student presentation will be given to North to promote dialogue and sharing and **increase opportunities to focus on literacy and mathematics within the science activity.**

Mid-January at North. They will prepare for us and conduct similar activities as noted above.

Mid-February at Holdingford, continued focus on integrating North students into our science, social, physical education and art classes. Continue using Edmodo and Skype for students to interface prior to meeting. Additional world café style meetings for students to learn more about the Holdingford culture.

Mid-March at North. They will prepare for us and conduct similar activities as noted above.

**Integrated Learning Environments:**

Increased cultural fluency, competency, and interaction.

Activity 3

Fieldtrips, conferences and assemblies within the the 8th grade integration class partnering with North Junior High Students:

We Day: To encourage students that they can make a difference. We Day is set up to encourage students to become active in addressing global, regional, and local issues. It encouraged participants to move away from a Me society towards a We society. Our focus has been on the following:

Administer ananti-bulling campaign in school.

Native American Museum visit.

**Creating Efficiencies and Eliminating Duplicative Programs**

We have met with the St. Cloud district on a number of occasions to create several more efficient and effective units of instructions. The planning that we do for both schools is effective and efficient because we are learning and anticipating the outcomes and challenges that the collaborative projects will produce together. The synergy that comes from planning together increases the quality of the instruction and qualitative experience that the students enjoy. Clearly a win-win for both districts!

**Community Planning Process**

The superintendent has coordinated a meeting with all superintendents in the collaborative to help them learn more about the partnerships that exist and the expected outcomes of the collaborative. He has also attended several meetings with the Collaborative Council in St. Cloud to learn more about the classroom and school partnerships that were going on in each district and provide input into other ideas and opportunities. The integration teachers from both Holdingford and St. Cloud have communicated in person, on the phone and by email to coordinate the activities on each end. To that end, our integration teacher has also worked with the Mille Lacs Band of Ojibwae to coordinate quality field experiences for the students at Holdingford and St. Cloud. He has also engaged interested members of the community and parents on the topics of how to both increase cultural competency and understanding as well as ideas to help close the achievement gap among students from different economic background within our district. He is also creating quality integration experiences that enhance the potential for positive student relationships within the two districts.

Below are the comments from the integration teacher on how he has sought input from the community:

“To receive community input we have spoken to parents who have their children enrolled in the program. This is usually done with meetings in small groups, having discussions pertaining to what we are trying to accomplish and how integration meets the needs of the local area. I try to get at least 5 parents involved who represent the area because we are a school that is made up from various small towns. We have a diverse working population, which includes farming, small hobby farms (owned by professional people), trade workers and we are ethnically white and rural. We also have many urban families who attend through open enrollment and bring in a different point of view. During parent teachers conferences I receive a lot of questions and input from many parents. All input is considered while I set up activities and course work. I also rely on the expertise from local historians and keep a close contact with Mille Lacs Lake Indian affairs. Beyond this, my students participate in a Cultural Awareness Program presented by Kevin LeNave who is a valued resource. We have parent participates, staff that represent the Art, Social Studies, English, Science, Health and Math departments, local historians, and cultural awareness groups. In addition I work with my counterparts from North School to set up joint programs and I receive a lot of input from county health and environmental departments. Our program is set up with input from all of these entities which encompasses our diverse backgrounds and caters to the needs of all involved.”