

Achievement and Integration Plan July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: Adrian ISD 511
District Integration Status: Adjacent
Superintendent: Molly Schilling
Phone: 507.483.2266
Email: m.schilling@isd511.net

Plan submitted by: Sharon Johnson
Title: Community Education Director
Phone: 507-376-6105
Email: Sharon.Johnson@isd518.net

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. None | 4. Type name of RIS here. |
| 2. Type name of RIS here. | 5. Type name of RIS here. |
| 3. Type name of RIS here. | 6. Type name of RIS 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: Nobles County Integration Collaborative

1. Worthington ISD 518
2. Round Lake-Brewster district 2907
3. Ellsworth ISD 514
4. Fulda ISD 505
5. Heron Lake Okabena ISD 330

School Board Approval

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](#)).

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: Molly Schilling

Signature: _____ Date Signed: _____

Signature: _____ Date Signed: _____

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](#).

AIPAC Member Signature (if applicable): N/A

Date Signed: Enter date here

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.

Multidistrict Collaboration Council: Carla Osornio, Cristina Adame, Maria Garcia Peters, Tracy Freking, Luke Isder, Diane Larson, Rhonda Groen, Dulce Willardson, Kesia Escalante Dominguez, Mary Montero, Lakeyta Swinea, Jay Vargas, Chelsea Wintz, Paul Bang, Sharon Johnson, Ray Hassing, Molly Schilling, Michael Pagel, Dave Ackerman, and Jorge López.

Community Collaboration Council for Racially Identifiable School(s): N/A

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

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: Each year between the Fall and Spring Fastbridge CBMR-English assessments, 20% of the high-risk or some-risk 3rd grade students will improve their score by one level or better (i.e. high-risk to some-risk or some-risk to low- or no-risk). *Goal is set this way due to insufficient subgroup data.

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

- **Goal type:** Achievement Disparity

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* section 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).

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 # **1.1 Interventionists**

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

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 checked="" 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.

1.1 Interventionist funding will be used to employ staff to work with students who are struggling with reading. Their work will focus on improving the performance of elementary students who are reading below grade level benchmarks. Staff will be getting trained in the science of reading with the LTRS phase 1 training and apply those strategies to help students improve their reading skills.

Location of services: Adrian Elementary School

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 2024	Target 2025	Target 2026
The number of teachers who receive LTRS training will increase from 1 in 2023 to 5 by 2026.	2	4	5
20% of students served by Interventionist will increase at least one reading level from fall to spring, each year.	20%	20%	20%
Enter KIP.			
Enter KIP.			

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

Goal #2: All students' access to effective and culturally knowledgeable educators (teachers and paraprofessionals) will increase because the percent of educators who participate in cultural competency training will increase from a baseline in 2023 of 50% to 75% by 2026. (Member districts commit to providing cultural competency training to paraprofessionals in addition to licensed teachers.)

Aligns with WBWF area: Increases access to effective and diverse teachers.

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Goal type: Teacher Equity

- Achievement Disparity
- Integration
- Teacher Equity

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* section 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).

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 # 2.1 Professional Development training for teachers and paraprofessionals.

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

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

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 checked="" type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

2.1 The school district will provide cultural competency professional development opportunities to teachers and paraprofessionals to improve the cultural competency of the staff. Cultural competency trainings will be facilitated by external facilitators or NCIC staff members. Participants will complete a survey regarding what they learned and what strategies they will commit to implementing with students and families.

Location of services: Adrian Public Schools

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 2024	Target 2025	Target 2026
Teachers and paraprofessionals who have obtained cultural competency training will increase from a baseline of 50% in 2023 to 75% by 2026.	55%	65%	75%
On a locally administered survey, using a Likert scale, at least 70% percent of participants will report higher levels of confidence in creating an inclusive environment for all students.	70%	70%	70%
Enter KIP.			

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

Goal #3: Out-of-School-Time participants will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically or socioeconomically diverse,) from an average comfort level of 2 out of 5 in 2023 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2026 school year.

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

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Goal type: Integration

- Achievement Disparity
- Integration
- Teacher Equity

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* section 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).

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 # **3.1 Integrated out-of-school-time programs will be offered after-school and/or in the summer.**

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all student
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

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 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.

3.1 Integrated out-of-school-time programs will be offered after-school and/or in the summer. NCIC staff will assist the school district in removing barriers such as language, cultural misconceptions, or transportation to foster greater participation by protected class students. Community Education from Adrian, Ellsworth and Worthington will collaborate to offer at least two cross-district, integrated day camps each summer. The topic of day camps will vary each summer. Topics being considered include robotics, art, music, culture or archery day camps. A multidistrict music festival for students in grades 3-5 will be held at least once during this 3-year period. Secondary students will be invited to participate in NCIC sponsored out-of-school time activities such as college visits, volunteering, and leadership trainings. Enrollment data for all integrated out-of-school-time programs will be disaggregated by race.

Location of services: Adrian Public Schools or locations to be determined in NCIC area.

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 2024	Target 2025	Target 2026
3.1 Increase the number of students of color who participate integrated out-of-school-time programs during the school year from baseline of 14 students in 2023 to 35 students in 2026.	20	30	35
3.1 Enrollment of students of color in the integrated summer camps will increase from a baseline of 15% in 2023 to 30% in 2026.	20%	25%	30%
Enter KIP.			

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

Goal #4: Students' access to effective and diverse educators will increase because the school district will hire more staff of color from a baseline of 1% in 2023 to 5% in 2026.

Aligns with WBWF area: Recruitment and retention of racially and ethnically diverse teachers and administrators.

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Goal type: Teacher Equity

- Achievement Disparity
- Integration
- Teacher Equity

Strategies

Strategy Name and # 4.1 Teacher Pathway Scholarships

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Enter one of the following types of strategies: Recruitment and retention of racially and ethnically diverse teachers and administrators.

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

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:

- 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.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

4.1 NCIC will offer scholarships to students from NCIC member districts who are pursuing teaching degrees. This is a “grow our own” strategy intended to assist area students/students of color to complete a teaching degree and return to the area to diversify the teaching staff in member districts. The school district will commit to interviewing applicants of color who apply for school district positions.

Location of services: Adrian Public Schools and various college/university campuses.

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 2024	Target 2025	Target 2026
4.1 The number of regularly scheduled staff of color will increase from 1 in 2023 to 4 or more in 2026. (Baseline is one teacher of color in staff of 85 people)	2	3	4
4.1 NCIC will continue to award teacher pathway scholarships to at least 10 applicants per year.	10	10	10
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)).

By offering integrated summer day camp opportunities, member districts will be able to serve more students. Instead of three districts individually planning day camp experiences, they will collaborate which can be more efficient and reduce duplication of effort.

By connecting with facilitators who can present cultural competency training in multiple school districts, it will be more efficient to set up trainings for the six school districts. Also, if the facilitator is hired by NCIC, they do not have to go through the paperwork to establish themselves as a vendor or employee of each member school district.

Racially Identifiable School(s) (RIS)

Nothing else applicable...



Achievement and Integration Revenue FY 2024 Budget Worksheet

Use this workbook to list proposed expenditures of FY 2024 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. **Please use the instructions in the prior tab of this workbook.** For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: Adrian

District ISD Number: 0511-01

Superintendent: Molly Schilling m.schilling@isd511.net

Partnering Districts: Adrian 0511, Ellsworth 0514, Fulda 0505, Heron Lake/Okabena 0330, Round Lake/ Brewster 2907, Worthington 0518

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

<p>Program Staff: <u>Sharon Johnson, Coordinator</u></p> <p>Phone: <u>507-376-3300</u></p> <p>E-mail: <u>sharon.johnson@isd518.net</u></p>	<p>Fiscal Staff: <u>Pat Morphew</u></p> <p>Phone: <u>507-727-1102</u></p> <p>Email: <u>pat.morphew@isd518.net</u></p>
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If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2024 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY24 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Initial Revenue (FIN 313)	\$ 59,174.00
Total Incentive Revenue (FIN 318)	\$ 6,178.00
TOTAL A&I REVENUE	\$ 65,352.00

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2024 Achievement & Integration budget as approved by the school board.

Board Approval Date _____	
School Board Chair _____	Date _____
Superintendent _____	Date _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____	Approved Incentive Revenue: _____
MDE Approval: _____	Date: _____