

## Achievement and Integration Plan

July 1, 2023 to June 30, 2026

*Submissions due by March 15th, 2023*

**District ISD# and Name:** ISD# 518 Worthington

**District Integration Status:** RI

**Superintendent:** Mr. John Landgaard

Phone: 507-372-2172

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**Plan submitted by:** Sharon Johnson

Title: Community Education Director

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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. N/A
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. 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: Type name of integration collaborative here, if applicable

1. Round Lake-Brewster ISD 2907
2. Adrian ISD 511
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: John Landgaard

Signature:

Date Signed: Enter date here.

School Board Chair: Joel Lorenz

Signature:

Date Signed: Enter date here

## 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): \_\_\_\_\_ 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](mailto: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:** Using the Spring FASTBridge aReading assessment, the gap between second grade Hispanic and White student proficiency will be reduced by a total of 6% over 3 years starting from a baseline gap of 31% in Spring of 2022 and being reduced to a gap of 25% by 2026.

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

- 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. All children are ready for school.

**Goal type:** Achievement Disparity

Achievement Disparity  
Integration  
Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs 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* 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).

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 #** 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:



- 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.** 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.

Interventionists will work with students who are struggling in reading. Strategies will include work on foundational phonemic awareness and implementing Secret Stories training and Read Naturally to facilitate reading growth.

Location of services: Prairie Elementary School

## 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
<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%
Using Fastbridge spring data, Hispanic second grade students' proficiency rate will increase from a baseline of 30.5% in 2022 to 45% by 2026.	35%	40%	45%
Using Fastbridge spring assessment data, White second grade students' proficiency rate will increase from a baseline of 61% in 2022 to 70% by 2026.	64%	67%	70%
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 staff will increase because the percent of paraprofessional educators who participate in cultural competency training will increase from a baseline in 2023 of 2% to 50% by 2026. (Member districts commit to providing cultural competency training to paraprofessionals in addition to equity trainings already provided for 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 on cultural competency for 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 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.**

2.1 The school district will provide cultural competency professional development opportunities to 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 about the training.

Location of services: Worthington 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
Paraprofessionals who have obtained cultural competency training will increase from a baseline of 2% in 2023 to 50% by 2026. (currently 192 paraprofessionals)	20%	35%	50%
On a local survey, at least 70% of participants will report higher levels of confidence in creating an inclusive learning 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. During the school year, NCIC will coordinate after-school opportunities for secondary students designed to close the opportunities gaps. These programs will address academic achievement, civic engagement, cultural competency, college & career readiness and leadership development. Students will have the opportunity to attend homework help sessions, college visits and volunteer opportunities. After-school and summer daycamp opportunities will be planned for elementary students to foster integration with students from other NCIC member districts.

**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 districts 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: NCIC, Worthington schools, Adrian schools or locations to be determined by stakeholders.

## 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 who participate in out-of-school time programs for secondary students from baseline of 115 students in 2023 to 140 students in 2026.	120	130	140
3.1 Increase the number of students who participate in integrated elementary after-school programs or summer day camps from 29 students in 2023 to 50 students in 2026.	35	42	50
3.1 At least 30% of integrated out-of-school-time participants each year will be students of color (across all NCIC member districts).	30%	30%	30%
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § s124D.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 21% in 2023 to 24% in 2026 and NCIC will offer teacher pathway scholarships.

**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:

- |  |   |
|--|---|
| <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.

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. NCIC will host meetings for scholarship recipients to meet with current teachers of color to assist with recruitment and retention of licensed staff of color.

Location of services: **Worthington 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 Increase the percent of licensed staff of color from 6% in 2023 to 7.5% in 2026. (Licensed Teachers of color (TOC) currently 20 out of 312)	6.5%	7%	7.5%
4.1 Maintain the percent of support staff of color at 32% or higher. (Support staff of color currently 118 out of 319)	32%	32%	32%
Enter KIP.			
Enter KIP.			

## 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)

This section does not apply to any NCIC members districts' schools.

Enter text here.