Minnesota Department of Education

Achievement and Integration Plan
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 3535.0100-0180.

District ISD# and Name: ISD 0129-01 – Montevideo Public Schools
District's Integration Status: Voluntary District (V)

Superintendent's Name: Dr. Luther Heller
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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: Dr. Luther Heller

Signature: Date Signed: 3/13/2017

School Board Chair: Darin Balken

Signature: Date Signed: 3/13/2017

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: **West Central Achievement & Integration Collaborative**

1. **0347-01: Willmar Public Schools** RI - Racially Isolated
2. **2396-01: ACGC Public Schools** A - Adjoining
3. **2534-01: Bird Island-Olivia-Lake Lillian School District** A - Adjoining
4. **0775-01: Kerkhoven-Murdock-Sunburg Public Schools** A - Adjoining
5. **2180-01: M.A.C.C.R.A.Y. School District** A - Adjoining
6. **0129-01: Montevideo Public Schools** V - Voluntary
7. **0345-01: New London-Spicer Public Schools** A - Adjoining

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide.

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 your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council:
Willmar: Carrie Thomas, Judi Sprung, Jon Konald, Lori Lockart, Kristin Dresler, Mark Miley, Paul Schmitz;
ACGC: Sherri Broderius, Robin Wall, Kodi Goracke, Josh Wallestad;
BOLD: John Dotson, Jim Menton, Megan Rettke;
KMS: Martin Heidelberger, Ted Brown, Jeff Keil, Liz Hatfield;
MACCRAY: Brian Koslofsky, Melissa Sparks;
Montevideo: Dr. Luther Heller, Scott Hickey, Shawn Huntley, Bill Sprung;
NLS: Paul Carlson, Kevin Acquard, Trish Perry
-October, 2017: Superintendents, Principals, and Teachers gathered to review data and plan for next 3-year plan for 2017-2020. Decisions: maintain summer Gamma mathematics course as common collaborative activity; eliminate collaborative coordinator position so each district could direct local funds to best meet their needs, each district's leadership team would plan to include a mathematics goal which would incorporate Gamma as intervention while also deciding if they wanted to include a reading goal.
-November, 2017: Team of 7 Teachers and Principals, one representative from each district,

met to discuss structure of Gamma summer program. Decisions: hire a team of teachers to serve as Gamma coordinators for next 3-year plan; offer course two times during summer: one hosted in NLS and one in Willmar, revisions would be made to content to connect more to field trip experience.
-December, 2017: Superintendents met to finalize decisions about Gamma and discuss plans for moving district plans forward.

Post to District Website

Prior to your district's annual 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. Enter text here.

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

GOAL # 1: Decrease mathematics achievement gap on the state accountability tests (MCA and MTAS), for all students enrolled October 1, between Non-FRP and FRP student groups from 19% in 2016 to 10% in 2020 as shown in table below.

Student Group	Proficiency Rate Goals					Non-FRP & FRP Proficiency Rate Gap				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Non-FRP	65.7%	68%	72%	75%	77%	19%	18%	15%	12%	10%
FRP	46.7%	50%	57%	63%	67%					

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

Objective 1.1: Support and enhance evidence-based mathematics instructional practices and data-driven decision making for all teachers to increase rigor in learning Minnesota Academic Standards for Mathematics.
Objective 1.2: Support student's academic and non-academic learning to create a cohesive link between content skills and social emotional needs resulting in increased student performance for all students.

Copy and paste the text above 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.

Copy and paste the text below to add interventions. 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 Classroom Rigor

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. 1) Hire an external mathematics consultant/coach to work with mathematics instructional staff at all grade levels to ensure a cohesive vertically aligned implementation of Minnesota Academic Standards for Mathematics, especially in grades 4 through 8 initially, where de-tracking will have the largest impact during the next 3 years; 2) Hire external expert in data analytics to support and coach

leadership and instructional staff on how to analyze, interpret, and use both local and state data to improve learning; 3) Work will revolve around the vision of mathematics instruction outlined in NCTM Principles to Actions document that has identified 8 evidence-based mathematics instructional practices and 8 student actions for effective mathematics learning; 4) Coaching and data-driven decision making will work towards moving learning to a balance between surface learning, deep learning and transfer of learning to real world problems as expected in Minnesota Academic Standards for Mathematics. 5) Backwards-by-design methodology will be applied in order to ensure more rigorous, equitable, and aligned assessments and classroom activities to move learning forward for all students.
Grade levels to be served: K - 12

Location of services: Ramsey Elementary, Montevideo Middle School, Montevideo Senior High School

Assessment(s) used to inform instructional decision-making: MN state accountability tests: MCA and MTAS

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8); B) Hattie & Donoghue. 2016. “Learning Strategies: a synthesis and conceptual model”. npj Science of Learning 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63.

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**
Mathematics Unit Assessments aligned to Minnesota Academic Standards increased student performance by benchmark from longitudinal perspective	25% increase per year	25% increase per year	25% increase per year

Intervention 2 Gamma, Summer Mathematics Course for WCAIC Collaborative

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. A) John Hattie’s meta-analysis published in Visible Learning for Mathematics; What Works Best to Optimize Student Learning (2017) – Creativity Programs on achievement effect size .65, Problem solving teaching effect size .61, Cooperative versus individualistic learning effect size .59; B) Hattie & Donoghue. 2016. “Learning Strategies: a synthesis and conceptual model”. npj Science of Learning 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63; C) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8)

Grade levels to be served: 6, 7, 8

Location of services: June, New London Spicer School District; August, Willmar School District

Assessment(s) used to inform instructional decision-making: State Accountability Benchmark Reports across districts

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) John Hattie's meta-analysis published in Visible Learning for Mathematics; What Works Best to Optimize Student Learning (2017) – Creativity Programs on achievement effect size .65, Problem solving teaching effect size .61, Cooperative versus individualistic learning effect size .59; B) Hattie & Donoghue. 2016. "Learning Strategies: a synthesis and conceptual model". npj Science of Learning 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63; C) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8)

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**
Student pre- and post-attitude survey with change to growth and positive	25%	40%	60%

Intervention 3 Mathematics Interventions

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.2

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. 1) Hire a classroom support mathematics interventionist for grades 6 and 7; interventionist will provide Tier II support by working closely with classroom teachers to provide alternative activities and conceptual hands-on learning related to current classroom goals in order to help low performing students be more successful in the classroom; 2) Hire a SLIFE mathematics interventionists to support students with significant gaps in their formal learning experiences in grades 6 – 12; interventionist will be able to provide more individualized support to fill in learning experiences missed; 3) Both interventionists will support development of communication skills and link learning to all content areas to establish relevance of learning experiences; 4) Small group learning will be implemented with ongoing monitoring of student performance and adjustment of student participation so all students will be able to access support as needed.

Grade levels to be served: 6, 7

Location of services: Montevideo Middle School

Formative assessment(s) used to inform instructional decision-making: Unit Assessments aligned to Minnesota Academic Standards for Mathematics

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. John Hattie's meta-analysis published in Visible Learning for Mathematics; What Works Best to Optimize Student Learning (2017) – Problem solving teaching effect size .61, Small group learning effect size .49, RtI effect size 1.07.

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**
Increased performance when retesting on selected benchmarks addressed with interventionist	20%	40%	60%

Intervention 4 Student Success and Family Liaison

Priority Area: Student Engagement and Outcomes
Priority Area: Family and Community Partnerships

Objective this intervention supports: 1.2

Type of Intervention: Family engagement initiatives to increase student acheivement.
Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. 1) Hire Student Success/Family Liaisons for each school building to support development of non-academic, social emotional learning that will impact academic performance and link home to school environment; 2) Liaisons primary responsibilities will be to assist students in academic settings who are struggling with study skills, appropriate behavior, and knowing how to advocate for skills needed for successful learning; 3) Assist students and family in accessing community resources and establishing quality learning environments/habits at home; 4) Facilitate interaction between school staff and parents to foster positive learning environments for students; 5) Provide access to cultural services available in schools to help families of diverse cultures.

Grade levels to be served: K-12

Location of services: Districtwide

Assessment(s) used to inform instructional decision-making: Input from parents and community groups; exploring tool for measuring needs in future

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) John Hattie's meta-analysis published in Visible Learning for Mathematics; What Works Best to Optimize Student Learning (2017) – Parental involvement effect size .49, Reducing involvement effect size .40, Study skills effect size .63 ; B) Gorski. 2013. Reaching and Teaching Students in Poverty. New York: Teachers College Press. Awareness/understanding of biases and inequities experienced by people in poverty and their impact on how we teach and relate; C) Payne. 2008. Under-resourced learners: 8 strategies to boost student achievement. Highland, TX: aha! Press.

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**
Structured focus group of parents whose students interact with liaisons to determine level of change in school to home relations	15% positive change	30% positive change	50% positive change

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)). The “Classroom Support Mathematics Interventionists” main purpose is to extend support for struggling K-5 students, currently being served by Title I. In this way we are extending Title I service, and continuing to support those students with our A&I program. Also, with permission from the MDE office of Indian Education, we will be combining our A&I and Indian education programs. We will be hiring a third “Student Success/Family Liaison”, and our Native American students will be supported just as we support our students served by the A&I program. We also will be using some of our general budget funds to fund the other .4 FTE portion of our “SLIFE Mathematics Interventionist” that is not covered by our A&I program. We will be using funding from two sources to support our students with limited or interrupted education in an attempt to get them up to grade level. Our A&I goals also align with our WBWF goals.