



Achievement and Integration Plan July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: **Jackson
County Central Public School
District ISD 2895**

District Status: (A) Adjoining District
Name of Collaborative: Red Rock Ridge

Superintendent's Name: Todd Meyer
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District Office Address:
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Board Approval Date: April 28, 2104

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

1. RI ISD 173 Mt. Lake School District
2. A ISD 2895 Jackson County Central District
3. V ISD 177 Windom Public School District
4. Choose an item. Click here to enter text.

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.
Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us.

Racially Identifiable Schools (RIS) within a 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:

1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Achievement Goal One

Directions: Complete the goal statement below by entering information in the sections marked *Click here to enter text* or *Choose an item*. Next, fill in the two data tables for reading and/or math by using the baseline achievement data. If you are working on collaborative achievement goals, please add additional rows to include the achievement data of these member districts within your integration collaborative.

Districts may focus on proficiency rate increases, achievement gap decreases, or both. Also, goals can be created for math, reading, or for both content areas. For each additional achievement goal, copy and paste the goal statement and data tables, creating one set per content area.

Goal Statement: The proficiency GAP between the Free and Reduced Price students enrolled the full academic year for all grades tested within Jackson County Central School District on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Free and Reduced Price student groups as follows within our District (see table A):

A. Reading **Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Mt. Lake	RI					
<i>FRP</i>		55.6	63.0	70.2	77.8	22.2
Jackson County	A					
<i>FRP</i>		47.9	56.0	65.0	74.0	26.1
Windom	V					
<i>FRP</i>		34.5	45.5	57.0	67.3	32.8

B. Reading **GAP DECREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Mt. Lake	RI					
<i>FRP</i>		2.3	1.9	1.5	1.1	1.2
Jackson County	A					
<i>FRP</i>		19.3	16.1	13.0	9.7	9.7
Windom	V					
<i>FRP</i>		26.3	22.3	17.6	13.1	13.2

Delete table rows for student groups not included in your goal statement.

Achievement Goal One: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 1

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

measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

Narrative Description of Strategies/Activities:

The participating districts will support interventionists through licensed teachers or highly qualified para professionals under supervision of a highly qualified teacher to work on the closing the achievement gap.

Activity details:

Research based interventions that include formative assessment practices to reduce achievement disparities by race as

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Intervention Central (www.interventioncentral.org) repository of Research-based interventions combined with formative assessments which are viewed and adjusted for student needs within our PLC's. This website holds multiple research based strategies and interventions for teachers to use and tailor to each child served.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
We will reduce the achievement gap in each district listed above by 2017 through use of highly qualified teacher and paraprofessionals in direct services of identified students.

2) *Measures to track implementation and progress:*
Progress monitoring with STAR assessments (Windom), NWEA (Mt. Lake), NWEA (Jackson County Central)

Integration Goal One

Directions: If one of the following three options describes your collaborative's integration goal, include that goal in the *narrative goal statement* text box below.

- 1) Your collaborative's integration strategy involves *School Enrollment Choices*. List your district's and collaborative's yearly student demographic targets within this section.

- 2) Your collaborative will be increasing the number of World Language Certificates given to students. List the yearly increase targets.
- 3) Your collaborative will increase the percent in a specific response category for a question in the Minnesota Student Survey relating to *School Safety*, or *Student Engagement and Connection at School*.

If none of the three criteria above apply to your district's collaborative efforts, create a SMART-style goal(s) for each integration strategy or activity.

Integration SMART goal statement for your collaborative:

St. Paul at the Science Museum, State History Museum and the Capital.

The collaborative will have 100% of 6th students in attendance on day of field trip to

Integration Goal One: Strategies and Activities

Directions: Use the drop-down menus below to identify strategies or activities that will enable you to meet your integration goal(s). Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Because collaborative integration activities should be listed in this section, include collaborative member district data to create yearly targets. Highlight those activities, data, and yearly targets which represent your own district's efforts. All integration activities should involve the racially isolated district, but may not involve each member district.

Activity 1

Integrated Learning Environments

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

Activity takes place in St.Paul as students work together to learn about science at the Science Museum and Minnesota History and the History museum.

All 6th grade students from Windom, Mt. Lake and JCC will be integrated in group activities throughout the day including lunch.

Students and teachers prepare for this activity by using Skype and CODEC

systems to live chat prior to the trip.

This activity has been planned and organized by 6th grade teachers between the three schools for approximately 10+ years.

This has been our primary integration activity for a decade. This has been a successful program through teacher led activities that has benefited students from all socioeconomic backgrounds.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

100% of 6th grade students in attendance on day of field trip will participate in the integration activity at St. Paul Museums and State Capital.

List yearly progress targets:

Year 1: 100% participation by students in attendance on day of field trip

Year 2: 100% participation by students in attendance on day of field trip

Year 3: 100% participation by students in attendance on day of field trip

Research-Based Practices

Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessment (Minn. Stat. § 124D.861, Subd. 2 (b)).

If the activities or strategies you've listed above do not include a research based intervention, please use the space below to describe how your plan will meet this requirement. Please give the name of the intervention, any website information, and attach a PDF copy of the research article. [Click here to enter text.](#)

Creating Efficiencies and Eliminating Duplicative Programs

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)).

All districts currently are Flexible Learning Year school districts and are actively involved in PLCs and on going training. District efforts towards the support and development has taken place over the previous four years and allows us streamline training and minimize costs through our Flexible Learning Year consortium.

Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

Committee representation is decided by home districts. Each community has at least one representative of minority background.

This committee has been integral to the development of this plan and all school districts feel that it is important to continue to have a diverse group of members guiding our process. The committee also promotes greater buy-in from all school districts involved in this effort because

the membership originates from across all the joint integration district's home communities. The continuance of this committee will assist with proper implementation of the programs and activities within the joint school district's integration plan.

Multi-District Collaboration Council:

Racially Isolated District Members
Mountain Lake School District
Bill Strom Superintendent
Ricardo Renteria Board Member
Julie Brugman Board Member
Jerry Logue Community Member

Adjoining District Members
Jackson County School District
Todd Meyer Superintendent
Rhonda Moore Board Member
Holli Arp Board Member
Herminio Nunez Community Member

Voluntary District Members
Windom School District
Wayne Wormstadt Superintendent
Joan Hunter Board Member
Fredrickson Board Member
Maria Cabellero Community Member

Community Collaboration Council for each Racially Identifiable School(s):

[Click here to enter text.](#)

Incentive Revenue Goal

Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 1

College Career readiness for underserved students

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Our goal is to increase college readiness by the exposure to a university setting for students who are of either minority, at risk, economically challenged or border line ineligible for PSEO option or college in the classroom integrated with students who do not meet this profile.

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*

The districts anticipate a 80+% success rate for attainment of college credit over the summer course.

Outline for Summer 2015

Our goal is to increase college readiness by the exposure to a university setting for students who are of either minority, at risk, economically challenged or border line ineligible for PSEO option or college in the classroom.

Activity:

Conduct summer college institute in which students from all three district will participate for four to five weeks. This will be in partnership with either Mankato State University or Southwest State University who are partners in our current college in the classroom courses.

- Students will earn 3 college credits in a general education course (biology, algebra, English Literature, English Comp or psychology)
- College guidance and support for FAFSA and college applications
- Visit to partnering university
- Willing to partner with TRIO programs to assist students for college success

Estimated impact will be up to 25 students between all three school districts.