



Achievement and Integration Plan Form

July 1, 2022 to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

District ISD# and Name: Edgerton Public Schools

Title of Person submitting Report: Keith Buckridge

District Integration Status: Racially Isolated

Phone: 507-442-7881

Superintendent Name: Keith Buckridge

Email: kbuckridge@edgertonpublic.com

Superintendent Phone Number: 507-442-7881

Superintendent Email: kbuckridge@edgertonpublic.com

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. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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:

1. Pipestone Area Schools

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 Keith Buckridge

Signature:  Date Signed: 3-22-22

School Board Chair Lon Anker

School Board Chair Signature:  Date Signed: 3-22-22

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.

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: Keith Buckridge, Melany Wellnitz, Jamie Fenicle, Dawn Sandbulte, Kevin Enerson

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

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (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)).

Enter **SMART Goal #1**: By 2025, the percentage of FRP students will increase from 20% to 40% as measured by the Minnesota Comprehensive Assessments in Math.

Choose a WBWF goal area: Closing the achievement gap for identified student groups.

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies 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 drop-down menus 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 # Enter: Math Specialist – Goal #1 – Strategy #1

Choose the Type of Strategy: Innovative and integrated

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: 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.

Add narrative. Teacher FTE will provide curricular and instructional support to teachers in grades K-5 to implement the MN Math Standards, expose students to best practices in instruction of mathematics, and reinforce intervention strategies to alleviate student deficiencies. The math specialist will also coordinate and plan integration activities focusing on math skills and strategies for Edgerton and Pipestone students in grades K-12.

Enter location of services: Edgerton Public Schools, Pipestone Elementary School, and Pipestone MS/HS

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.	2023 Target	2024 Target	2025 Target
Percentage of students in FRP student group will increase from current proficiency level of 20% to 40% as measured by Math MCA.	25%	32%	40%
From the Winter screening to the Spring screening, grades K-5 will have 50% of students that are some/high risk move up a level as measured by the earlyMath or aMath screener.	25%	35%	50%
Increase in positive perception from teachers in finding coaching from the Math Specialist beneficial to their growth in implementing the MN Math Standards and using instructional best practices in mathematics.	25%	50%	75%

Strategy Name and # Enter: Math Specialist – Goal #1 – Strategy #2

Choose the Type of Strategy: Innovative and integrated

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: 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.

Add narrative: A teacher FTE. The Math Interventionist will support students in grades K-3 in need of additional intervention to master grade-level skills. Supporting these students' needs will work to close achievement gaps in the FRP students group gap in Math. Referral to the Math Interventionist will be based on FAST Math data, Number Worlds Screener data, and classroom math data. The Math Interventionist will coordinate and plan integration activities focusing on math skills and strategies for Pipestone and Edgerton students in grades K-12.

Enter location of services: Edgerton Public Schools, Pipestone Elementary School, and Pipestone MS/HS

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.	2023 Target	2024 Target	2025 Target
Percentage of students in FRP student group will increase from current proficiency level of 20% to 40% as measured by Math MCA.	25%	32%	40%
From the Winter screening to the Spring screening, grades K-5 will have 50% of students that are some/high risk move up a level as measured by the earlyMath or aMath screener.	25%	35%	50%
Increase in positive perception from students who receive support from the Math Interventionist.	25%	50%	75%

Enter SMART Goal #2: All K-5 teachers will meet yearly with the Math Specialist to review FAST data and implement math strategies to help deficiencies shown by the data.

Choose a WBWF goal area: Closing the achievement gap for identified student groups.

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Strategy Name and # Enter: K-5 Teacher Coaching- Goal 2 – Strategy 1

Choose the Type of Strategy: Innovative and integrated

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: 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.

Add narrative: The Math Specialist will increase coaching to all tenured and non-tenured math teachers to help teachers of math better understand the results of standards-based instruction and to have a thorough understanding of what students know and are able to do relative to standards-based tasks in addition to supporting conversations about equitable instruction and classroom conditions that shift teacher practice and promote student learning; thus, providing all students access to effective math teachers.

Enter location of services: Edgerton Public Schools, Pipestone Elementary School, and Pipestone MS/HS

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.	2023 Target	2024 Target	2025 Target
Percentage of students in FRP student group will increase from current proficiency level of 20% to 40% as measured by Math MCA.	25%	32%	40%
From the Winter screening to the Spring screening, grades K-5 will have 50% of students that are some/high risk move up a level as measured by the earlyMath or aMath screener.	25%	35%	50%

Enter SMART Goal #3: By 2025, Edgerton Public School students in grades K-12 will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of 2 out of 5 to an average comfort level of 4 out of 5 as measure by a district-created survey utilizing a 5-point Likert scale.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Strategy Name and # Enter: Cross-District Math Integration Programs – Goal 3 – Strategy 1

Choose the Type of Strategy: Innovative and integrated

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

___ Option 5: | 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.

Add narrative: The Math Specialist and Math Interventionist will coordinate, plan, and host, with the support of grade-level math teachers, Cross-District Math Integration Programs available for all students either during the school year and/or during summer school face-to-face or virtually to integrate Edgerton and Pipestone students in grades K-12 increasing all students' cultural fluency, competency, and interaction with the focus of building math skills and strategies. Cross-District Math Integration Programs will address areas of need in math for both districts and introduce/reinforce strategies to shift those areas of need to areas of strength. Through the introduction/reinforcement of strategies, students will be exposed to and work with students from different racial, cultural, and economic backgrounds different from their own.

Enter location of services: Edgerton Public Schools, Pipestone Elementary School, and Pipestone MS/HS

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.	2023 Target	2024 Target	2025 Target
Percentage of students in FRP student group will increase from current proficiency level of 20% to 40% as measured by Math MCA.	25%	32%	40%
From the Winter screening to the Spring screening, grades K-5 will have 50% of students that are some/high risk move up a level as measured by the earlyMath or aMath screener.	25%	35%	50%
The number of students and student group types from Edgerton who participate in Cross-District Math Integration Programs will increase from the first program to the last.	10 Students	15 Students	20 Students
Increase in students' level of comfort with initiating and maintaining social relationships with students different from themselves.	35%	45%	55%

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)). Enter text.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. ***If MDE has not notified your district that one of your sites is racially identifiable, delete this section.***